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2010

Undergraduate Bulletin of the University of San Diego 2010-2012

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Undergraduate | 2010–2012

course catalog



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Dear Torero,

Welcome to the University of San Diego.

As you review the Undergraduate Course Catalog, we hope it will become a useful guide that will help you throughout your academic journey at the University of San Diego. Within the catalog's pages, you will find myriad information about the university, our mission and goals, outstanding faculty, and academic programs and policies.

The catalog is a tool you can use. It includes a summary of our courses, degree requirements, and curriculum recommendations for more than 66 majors and minors. You'll see that the College of Arts and Sciences and the schools of Business Administration, Leadership and Education Sciences, Law, Nursing and Health Science, and Peace Studies invite students to enjoy personal attention from extraordinary faculty who are committed to academic excellence and their students' success.

What isn't captured on the printed page are both the extraordinary spirit of the Torero community and the intellectual curiosity that characterize USD. The personal concern shown by faculty for their students, their dedication to their fields of expertise, and the academic achievements of our faculty as well as our students are as much a part of the university as the formal list of courses and programs.

Whether you have already chosen a major or are open to discovery and exploring new possibilities, USD will provide you with an exceptional educational experience. At USD, we are committed to actively promoting awareness, appreciation, and respect for a complex world and educating our students for success in today's global society. Here you will not only enjoy study in traditional classrooms and laboratories, but you have also joined a university ranked second in the nation for undergraduate study abroad participation. Through partnerships with colleges and universities around the world, a majority of our USD students also live and learn in Mexico, Asia, Africa, Europe, or South America during their undergraduate career.

There are endless opportunities for you to learn and grow at USD. We're delighted to have you with us for the exciting journey ahead.

Sincerely,

A handwritten signature in dark ink, reading "Mary E. Lyons". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Mary E. Lyons, PhD
President
University of San Diego



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Reservation of the Right to Modify

It is the policy of the University of San Diego to adhere to the rules and regulations, course offerings and financial charges as announced in this catalog or other university publications. The university nevertheless hereby gives notice that it reserves the right to expand, delete or otherwise modify its degree programs or courses of study, to change its rules affecting the admission and retention of students or the granting of credit or degrees, to change the academic calendar, course offerings, course content or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.

This Undergraduate Course Catalog was printed on May 1, 2010, and covers programs, policies, calendars, courses, course content and fees in effect as of Sept. 1, 2010. For changes that have occurred since then, go to www.sandiego.edu.

This catalog is a publication of the Office of Academic Publications and the Office of the Provost.



general **information**

Communications

Mailing Address

University of San Diego
5998 Alcalá Park
San Diego, CA 92110-2492

Main Campus Telephone Number

(619) 260-4600

Website

www.sandiego.edu

According to the nature of the inquiry, letters or calls to the university should be addressed as follows:

Vice President for Business Services and Administration

All financial matters. (619) 260-5998

Associate Provost, International Center

Services for international students and scholars; information on international studies abroad programs. (619) 260-4598

Vice President for Student Affairs

Student affairs, student activities. (619) 260-4588

Vice President for University Relations

Contributions and bequests, information about university events, alumni/ae affairs. (619) 260-4770

General Counsel

All legal matters. (619) 260-7974

Dean, College of Arts and Sciences

General academic policy and programs and degree programs within the college. (619) 260-4545

Dean, Hahn School of Nursing and Health Science

Nursing programs, general academic policy and programs, and degree programs within the school. (619) 260-4550

Dean, Joan B. Kroc School of Peace Studies

General academic policy and programs and degree programs within the school. (619) 260-7919

Dean, School of Business Administration

General academic policy and programs and degree programs within the school. (619) 260-4886

Dean, School of Law

General academic policy and programs and degree programs within the school. (619) 260-4527

Dean, School of Leadership and Education Sciences

Credential programs, general academic policy and programs, and degree programs within the school. (619) 260-4540

Director, Admissions

Admissions, procedures and campus visits. (619) 260-4506

Director, Business Study Abroad Programs

Information pertaining to Study Abroad Programs in the School of Business Administration. (619) 260-4896

Director, Career Services

Career information; job and internship opportunities for students and alumni/ae. (619) 260-4654

Director, Continuing Education

Information pertaining to continuing education. (619) 260-4585

Director, Counseling Center

Information pertaining to counseling. (619) 260-4655

Director, Disability Services

Disability verification information, available support services, and accommodations. (619) 260-4655

Director, International Students and Scholars

Information pertaining to international students and scholars. (619) 260-7691

Director, International Study Abroad

Information pertaining to undergraduate study abroad. (619) 260-8835

Director, One Stop Student Center

Non-law student records and transcripts; scholarships, financial aid, grants, loans, and student account information. (619) 260-7529

Director, Paralegal Program

Information pertaining to the Paralegal Program (619) 260-4579

Director, Residential Life

Housing accommodations. (619) 260-4624

Associate Director, Graduate Admissions

Admissions procedures, campus visits, bulletins, other relevant information. (619) 260-4524

Associate Registrar, Summer and Intersession Office

Information pertaining to summer sessions and intersession (January). (619) 260-4800

Assistant Registrar, Graduate Records

Leaves of absence, withdrawals, graduation clearance, transfers of credit, change of program. (619) 260-2217

Coordinator, Student Employment

Information regarding student employment. (619) 260-4801

Academic Calendar

Fall 2010

Wednesday, August 25

Final registration/fee payment deadline without penalty

Thursday, August 26

Late charges begin

Friday, August 27

Logic and Foreign Language Competency Exam Fees Due

Saturday, August 28 – Tuesday, August 31

New Student Orientation – Torero Days

Tuesday, August 31

Competency Examination: Foreign Languages and Logic

Wednesday, September 1

Classes begin

Monday, September 6

Labor Day holiday (offices closed; no classes)

Thursday, September 9

Mass of The Holy Spirit

Monday, September 13

Last day to enroll in classes and to drop a class without a 'W'

Tuesday, September 14

Deadline 100 percent tuition refund

Tuesday, September 21

Deadline 90 percent tuition refund

Tuesday, September 28

Deadline 80 percent tuition refund

Friday, October 1

Financial aid applications for Intercession 2011 available

Tuesday, October 5

Deadline 70 percent tuition refund

Monday, October 11 – Friday, October 22

Online class reservation for Intercession 2011 (two weeks only; see Tuesday, October 26 for walk-in registration for Intercession 2011)

Friday, October 15

Fall Holiday (no classes)

Deadline to pay Competency Examination fee

Monday, October 18

Mid-term grades due

Deadline to petition for May 2011 graduation

Tuesday, October 19

Deadline 60 percent tuition refund

Monday, October 25

Deadline to select grade or Pass/Fail option

Tuesday, October 26

Deadline 50 percent tuition refund

Walk-in registration begins for Intercession 2011

Saturday, October 30

Competency Examination: Mathematics

Monday, November 1

Class reservation begins for Spring 2011

Priority deadline for Intercession 2011 financial aid applications

Saturday, November 6

Competency Examinations: Lower-division and upper-division English

Tuesday, November 9

Last day to withdraw from classes with a "W"

Deadline for removal of incompletes from prior semester/Summer Sessions

Friday, November 19

Final fee payment deadline for Intercession 2011 online registration

Wednesday, November 24 – Friday, November 26

Thanksgiving holiday (no classes; offices closed Thursday, November 25 and Friday, November 26)

Monday, December 13

Last day of classes

Deadline to petition for August 2011 graduation

Tuesday, December 14

Study period

Wednesday, December 15 – Tuesday, December 21

Final examinations

Saturday, December 18

NROTC Commissioning Ceremony

Wednesday, December 29

Final Grades due

Intercession 2011 – Optional

See the 2011 Intercession Catalog for specific courses, dates, and registration procedures

Monday, January 3

First day of Intercession classes

Monday, January 17

Martin Luther King, Jr. holiday (no classes, offices closed)

Friday, January 21

Last day of Intercession classes

Spring 2011

Monday, January 17

Final registration/fee payment deadline without penalty

Tuesday, January 18

Late charges begin
Logic Competency Exam Fee due

Wednesday, January 19

Foreign Language Competency Exam Fees due

Thursday, January 20 – Saturday, January 22

New Student Orientation

Thursday, January 20

Competency Examination: Logic

Friday, January 21

Competency Examination: Foreign Languages

Monday, January 24

Classes begin

Thursday, January 27

All Faith Service

Tuesday, February 1

Financial aid applications for Summer Sessions 2011 available

Wednesday, February 2

Last day to enroll in classes and to drop a class without a 'W'

Friday, February 4

Deadline 100 percent tuition refund

Friday, February 11

Deadline 90 percent tuition refund

Friday, February 18

Deadline 80 percent tuition refund

Friday, February 25

Deadline 70 percent tuition refund

Monday, February 28 – Friday, March 11

Online class reservation for Summer Sessions 2011 (two weeks only; see Monday, March 21 for walk-in registration for Summer Sessions 2011)

Wednesday, March 2

Priority deadline for USD financial aid applications for 2011-2012 fall and/or spring semesters for new (freshmen and transfer) undergraduate students

Priority deadline for USD financial aid applications for 2011-2012 fall and/or spring semesters for continuing undergraduate students

Friday, March 11

Deadline 60 percent tuition refund

Monday, March 14 – Friday, March 18

Spring break (no classes)

Thursday, March 17

Priority deadline for Summer Sessions 2011 financial aid applications

Monday, March 21

Mid-term grades due
Walk-in registration begins for Summer Sessions 2011

Friday, March 25

Deadline 50 percent tuition refund

Deadline to pay Competency Examination fee

Monday, March 28

Deadline to select grade or Pass/Fail option

Friday, April 1

Last day to withdraw from classes with a "W"
Deadline for removal of incompletes from fall semester/Intercession

Saturday, April 2

Competency Examination: Mathematics

Monday, April 4

Class reservation begins for Fall 2011

Friday, April 8

Final fee payment deadline for Summer Sessions 2011 online registration

Saturday, April 16

Competency Examinations: Lower-division and upper-division English

Thursday, April 21 – Monday, April 25

Easter break (no classes; offices closed on Friday, April 22)

Tuesday, May 3

Honors Convocation

Tuesday, May 10

Last day of classes – Classes meet according to Thursday schedule

Wednesday, May 11 – Thursday, May 12

Study period

Friday, May 13 – Thursday, May 19

Final examinations

Wednesday, May 18

Deadline to petition for January 2012 graduation

Friday, May 20

NROTC Commissioning Ceremony

Saturday, May 21 – Sunday, May 22

Commencements

Wednesday, May 25

Final grades due

Summer 2011 – Optional

See the 2011 Summer Sessions Catalog for specific courses, dates, and registration procedures

Tuesday, May 31

First day of first session

Friday, August 19

Last day of last session

Fall 2011

Wednesday, August 24

Final registration/fee payment deadline without penalty

Thursday, August 25

Late charges begin

Friday, August 26

Logic and Foreign Language Competency Exam Fees Due

Saturday, August 27 – Tuesday, August 30

New Student Orientation – Torero Days

Tuesday, August 30

Competency Examination: Foreign Languages and Logic

Wednesday, August 31

Classes begin

Monday, September 5

Labor Day holiday (offices closed; no classes)

Thursday, September 8

Mass of The Holy Spirit

Monday, September 12

Last day to enroll in classes and to drop a class without a 'W'

Deadline 100 percent tuition refund

Wednesday, September 21

Deadline 90 percent tuition refund

Wednesday, September 28

Deadline 80 percent tuition refund

Saturday, October 1

Financial aid applications for Intercession 2012 available

Wednesday, October 5

Deadline 70 percent tuition refund

Monday, October 10 – Friday, October 21

Online class reservation for Intercession 2012 (two weeks only; see Tuesday, October 25 for walk-in registration for Intercession 2012)

Friday, October 14

Fall Holiday (no classes)

Deadline to pay Competency Examination fee

Monday, October 17

Mid-term grades due

Deadline to petition for May 2012 graduation

Wednesday, October 19

Deadline 60 percent tuition refund

Monday, October 24

Deadline to select grade or Pass/Fail option

Tuesday, October 25

Walk-in registration begins for Intercession 2012

Wednesday, October 26

Deadline 50 percent tuition refund

Saturday, October 29

Competency Examination: Mathematics

Tuesday, November 1

Class reservation begins for Spring 2012

Priority deadline for Intercession 2012 financial aid applications

Saturday, November 5

Competency Examinations: Lower-division and upper-division English

Tuesday, November 8

Last day to withdraw from classes with a "W"

Deadline for removal of incompletes from prior semester/Summer Sessions

Friday, November 18

Final fee payment deadline for Intercession 2012 online registration

Wednesday, November 23 – Friday, November 25

Thanksgiving holiday (no classes; offices closed Thursday, November 24 – Friday, November 25)

Monday, December 12

Last day of classes

Deadline to petition for August 2012 graduation

Tuesday, December 13

Study Period

Wednesday, December 14 – Tuesday, December 20

Final examinations

Saturday, December 17

NROTC Commissioning Ceremony

Thursday, December 29

Final Grades due

Intercession 2012 – Optional

Tuesday, January 3

First day of Intercession classes

Monday, January 16

Martin Luther King, Jr. holiday (no classes; offices closed)

Monday, January 23

Last day of Intercession classes

See the 2012 Intercession Catalog for specific courses, dates, and registration procedures

Spring 2012

Monday, January 16

Logic and Foreign Language Competency Exam Fees Due

Thursday, January 19

Final registration/fee payment deadline without penalty

Friday, January 20

Late charges begin

Monday, January 23 – Wednesday, January 25

New Student Orientation

Wednesday, January 25

Competency Examination: Foreign Languages and Logic

Thursday, January 26

Classes begin

Wednesday, February 1

Financial aid applications for Summer Sessions 2012 available

Thursday, February 2

All Faith Service

Monday, February 6

Last day to enroll in classes and to drop a class without a 'W'

Deadline 100 percent tuition refund

Thursday, February 16

Deadline 90 percent tuition refund

Thursday, February 23

Deadline 80 percent tuition refund

Thursday, March 1

Deadline 70 percent tuition refund

Friday, March 2

Priority deadline for USD financial aid applications for 2012-2013 fall and/or spring semesters for new (freshmen and transfer) undergraduate students

Priority deadline for USD financial aid applications for 2012-2013 fall and/or spring semesters for continuing undergraduate students

Monday, March 5 – Friday, March 9

Spring break (no classes)

Monday, March 12 – Friday, March 23

Online class reservation for Summer Sessions 2012 (two weeks only; see Tuesday, March 27 for walk-in registration for Summer Sessions 2012)

Thursday, March 15

Priority deadline for Summer Sessions 2012 financial aid applications

Friday, March 16

Deadline to pay Competency Examination fee

Monday, March 19

Mid-term grades due

Thursday, March 22

Deadline 60 percent tuition refund

Monday, March 26

Deadline to select grade or Pass/Fail option

Tuesday, March 27

Walk-in registration begins for Summer Sessions 2012

Thursday, March 29

Deadline 50 percent tuition refund

Saturday, March 31

Competency Examination: Mathematics

Monday, April 2

Class reservation begins for Fall 2012

Wednesday, April 4

Last day to withdraw from classes

Deadline for removal of incompletes from fall semester/ Intercession

Thursday, April 5 – Monday, April 9

Easter break (no classes; offices closed on Friday, April 6)

Friday, April 13

Final fee payment deadline for Summer Sessions 2012 online registration

Saturday, April 14

Competency Examinations: Lower-division and upper-division English

Tuesday, May 1

Honors Convocation

Monday, May 14

Last day of classes

Deadline to petition for January 2013 graduation

Tuesday, May 15 – Wednesday, May 16

Study period

Thursday, May 17 – Wednesday, May 23

Final examinations

Friday, May 25

NROTC Commissioning Ceremony

Saturday, May 26 – Sunday, May 27

Commencements

Wednesday, May 30

Final Grades due

Summer 2012 – Optional

See the 2012 Summer Sessions Catalog for specific courses, dates, and registration procedures

Monday, June 4

First day of first session

Friday, August 24

Last day of last session



the university of **san diego**

History

The University of San Diego traces its origins to 15th-century Spain. Its patron saint, San Diego de Alcalá, was born in the Province of Seville circa 1400, became a Franciscan brother and served as a missionary in the Canary Islands. He later was an infirmarian at the Franciscan Monastery at Alcalá de Henares near Madrid where he died in 1463. The University of Alcalá, founded by Cardinal Cisneros in 1499, opened for teaching in 1508. Its Spanish Renaissance architecture and general setting inspired the design of the University of San Diego.

The Catholic university which, like our city, is named for San Diego de Alcalá, was founded in 1949 by Most Reverend Charles Francis Buddy, DD, who was also the founding bishop of the Diocese of San Diego. In establishing the university, he invited the Society of the Sacred Heart, under the leadership of Reverend Mother Rosalie Hill, RSCJ, to found the San Diego College for Women. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800. It was brought to America by St. Philippine Duchesne in 1818. Today it has schools and colleges in Europe, Asia, Africa, Australia and the two Americas. The San Diego College for Women began classes in February 1952.

The College for Men and the School of Law, the first professional division of the university, both began classes in 1954. Originally sponsored by the Diocese of San Diego, USD became the 12th diocesan institution of higher education in the United States. It soon became clear that distinct educational advantages would accrue to students if the curricula of these institutions were shared. In July 1972, the two colleges and the School of Law merged, forming a single, coeducational Catholic university. The governance of the university was transferred from the diocese to an independent Board of Trustees. USD is now organized into six divisions: the College of Arts and Sciences; the School of Business Administration; the School of Law; the School of Leadership and Education Sciences; the Joan B. Kroc School of Peace Studies; and the Hahn School of Nursing and Health Science.

In 2006, USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a doctoral and research university. This reclassification recognizes the strides the university had made in graduate studies and research. In addition, USD became the center of national attention on Oct. 16, 1996, when it hosted the United States Presidential Debate.

The men and women who share the life of USD as students and contribute to its growth are a multi-talented group who have many options in their life's choices. They have chosen

USD for various reasons: most of them would like to acquire the power to think clearly and independently; to form sound and discriminating judgments; to satisfy a developing intellectual curiosity; and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic university, and the majority of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths ensures the presentation of a diversity of views, so characteristic of the pluralistic American society.

A friendly campus atmosphere, opportunity for close rapport between faculty and students, class sizes that facilitate personal attention and instructor accessibility – such are the elements creating the educational environment of USD.

Mission Statement

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.

Core Values

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The university promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the university's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the university provides the foundation upon which the core values listed below support the mission.

Academic Excellence

The university pursues academic excellence in its teaching, learning, and research to serve the local, national, and international communities. The university possesses that institutional autonomy and integrity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

Knowledge

The university advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students. The university provides professional education grounded in these

foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.

Community

The university is committed to creating a welcoming, inclusive, and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The university values students, faculty, and staff from different backgrounds and faith traditions and is committed to creating an atmosphere of trust, safety, and respect in a community characterized by a rich diversity of people and ideas.

Ethical Conduct

The university provides a values-based education that informs the development of ethical judgment and behavior. The university seeks to develop ethical and responsible leaders committed to the common good who are empowered to engage a diverse and changing world.

Compassionate Service

The university embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace and to work for justice. The university regards peace as inseparable from justice and advances education, scholarship, and service to fashion a more humane world.

The Campus

The campus name, Alcalá Park, refers to Alcalá de Henares, a town near Madrid, Spain, founded by the Greeks. The Moslems renamed the town Al Kala, "the castle," and it later became the site of San Ildefonso university. Like its namesake, USD is on a prominent hilltop where it attains landmark status in the city. The USD campus, consisting of 182 acres, is at the western end of Kearny Mesa, commanding views of the Pacific Ocean, Mission Bay, San Diego Bay and the surrounding mountains. The campus is in America's seventh largest urban area, ideally close to the business, research, cultural, residential and recreational centers of California's birthplace and second largest city.

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus. Alcalá Park's buildings include: The Immaculata parish church; the School of Law (Warren Hall); the Katherine M. and George M. Pardee, Jr. Legal Research Center; the Helen K. and James S. Copley Library; the School of Business Administration (Olin Hall); the Hahn School of Nursing and Health Science; the Author E. and Marjorie A. Hughes Administration Center; the Ernest and Jean Hahn University Center; the Student Life Pavilion,

the Manchester Executive Conference Center; Loma Hall; Founders Hall; Camino Hall, including the Shiley Theatre; The Joan B. Kroc Institute for Peace & Justice; The Donald P. Shiley Center for Science and Technology; Mother Rosalie Hill Hall; the Degheri Alumni Center; several other administrative and classroom buildings; and residential areas.

Located near the east end of campus are the Alcalá Vista Apartments; Mission Housing Complex; University Terrace Apartments; Presidio Terrace Apartments; Manchester Village; the Manchester Family Child Development Center; the Jenny Craig Pavilion; and the University Student Sports Center. Located near the west end of campus are the Avila, Barcelona, Coronado and Durango buildings.

Here in Southern California, students find a truly fascinating variety of leisure-time activities, including visits to the city's outstanding zoo, the museums, the old Spanish mission, the theater, swimming, boating, surfing, tennis, golf and much more. Proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

A Nonprofit Corporation

The University of San Diego is a California nonprofit corporation. Subject to any limitations contained in the general nonprofit corporation law of the State of California, the powers of the USD corporation are exercised, its property controlled, and its affairs conducted by a Board of Trustees.

Official Recognition and Accreditation

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by the Western Association of Schools and Colleges (985 Atlantic Avenue, Suite 100, Alameda, CA 94501; (510) 748-9001), and is approved for veterans.

The USD Department of Chemistry is on the list of colleges and universities approved by the American Chemical Society (1155 Sixteenth St., N.W., Washington, D.C. 20036; (202) 872-6066).

The undergraduate and graduate programs of the School of Business Administration are accredited by the AACSB International – The Association to Advance Collegiate Schools of Business (777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602-5730; (813) 769-6500). The dual BS/BA degree programs in Electrical Engineering, Industrial and Systems Engineering, and Mechanical Engineering are accredited by the Engineering Accreditation Commission of ABET (111 Market Place, Suite 1050, Baltimore, MD 21202-4012; (410) 347-7700).

The Marital and Family Therapy program in the School of Leadership and Education Sciences is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) (112 South Alfred St., Alexandria, VA 22314; (703) 838-9808).

The Professional Education Unit (PEU) in the School of Leadership and Education Sciences is accredited by the National Council for Accreditation of Teacher Education (NCATE) (2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036; (202) 466-7496). This accreditation includes Learning and Teaching, School Counseling, Special Education, and School Leadership programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

The Counseling, MA's School Counseling specialization in the School of Leadership and Education Sciences is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314).

The university is authorized by the California Commission on Teacher Credentialing (CTC) (1900 Capitol Ave., Sacramento, CA 95814; (916) 445-7254) to recommend candidates for the Multiple BCLAD emphasis teaching credentials, Multiple Subject and Single Subject teaching credentials, the Education Specialist Credential (Special Education), the Administrative Services Credential, and the Pupil Personnel Service Credential.

The Special Education program in the School of Leadership and Education Sciences is nationally recognized by The Council for Exceptional Children (CEC) (1110 North Glebe Rd., Suite 300, Arlington, VA 22201; (703) 620-3660).

The programs of the Hahn School of Nursing and Health Science are accredited by the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120; (202) 887-6791).

The School of Law is accredited by the American Bar Association (750 N. Lake Shore Dr., Chicago, IL 60611) and is a member of The Order of the Coif and the Association of American Law Schools.

Memberships

The University of San Diego holds membership in the following:

AACSB International – The Association to Advance Collegiate Schools of Business
 ACCED – I Membership (Meeting Excellence on Campus)
 Accreditation Board for Engineering & Technology, Inc.
 American Assembly of Collegiate Schools of Business
 American Association for Paralegal Education
 American Association of Affirmative Action
 American Association of Colleges for Teacher Education
 American Association of Colleges of Nursing
 American Association of Collegiate Registrars and Admissions Officers
 American Association of Hispanics in Higher Education, Inc.
 American Association of University Women (AAUW)
 American Bar Association
 American Camping Association
 American College Personnel Association (ACPA)
 American Council of Learned Societies
 American Council on Education (ACE)
 American Football Coaches Association
 American Industrial Hygiene Association
 American Institute of Architects
 American Payroll Association
 American Society of Comparative Law
 American Society for Engineering Education
 American Society of Safety Engineers
 American Society Training and Development
 American Volleyball Coaches Association
 ASIA Network
 Association for Financial Professionals
 Association for the Advancement of Sustainability in Higher Education
 Association of American Colleges and Universities
 Association of American Law Schools
 Association of Borderlands Studies
 Association of Catholic Colleges and Universities (ACCU)
 Association of College Administration Professionals
 Association of College and University Auditors (ACUA)
 Association of College and University Housing Officers – International
 Association of College Unions International
 Association of Collegiate Conference and Events Directors
 Association of Corporate Counsel
 Association of Governing Boards of Universities and Colleges
 Association of Graduate Schools in Catholic Colleges and Universities

Association of Higher Education Facilities Officers
 (Physical Plant Administrators)
 Association of Independent California Colleges and
 Universities (AICCU)
 Association of International Education Administrators
 Association of NROTC Colleges and Universities
 Association of Physical Plant Administrators (APPA)
 Association of Rocky Mountain College and University Mail
 Services (ARMCUMS)
 Association of Student Affairs at Catholic Colleges
 and Universities
 Association of the U.S. Army
 Balboa Art Conversion Center
 Better Business Bureau
 BIOCOM
 California Association of College Stores
 California Association of Colleges of Nursing
 California Campus Compact
 California College and University Police Chief's Association
 (CCUPCA)
 California Restaurant Association
 Collegiate Rowing Coaches Association
 California Teachers of English to Speakers of Other
 Languages (CATESOL)
 Campus Computer Resellers Alliance
 Catholic Campus Ministry Association (CCMA)
 Center for Academic Integrity
 College and University Professional Association (CUPA)
 College Board (College Entrance Examination Board and
 Scholarship Service)
 Collegiate Athletic Business Management Association
 Collegium
 Commission on Accreditation for Marriage and Family
 Therapy Education
 Commission on Collegiate Nursing Education
 CONNECT
 Connect 2 One
 Consejo Latinoamericana de Escuela de Administracion
 Consorcio para la Colaboración en la Educación Superior en
 América del Norte
 Consortium for North American Higher Education
 Collaboration (CONAHEC)
 Council for Advancement and Support of Education (CASE)
 Council for Higher Education Accreditation (WASC)
 Council for Opportunity in Education
 Council on Undergraduate Research
 Educause
 Family Firm Institute (FFI)
 Greater San Diego Employers Association
 Hispanic Association of Colleges and Universities (HACU)
 Hispanic Summer Program
 Independent College Bookstore Association

Independent Colleges of Southern California (ICSC)
 Info Ed International
 Intercollegiate Tennis Association
 International Association of Assembly Managers
 International Association of Campus Law Enforcement
 Administrators (IACLEA)
 International Association of Chiefs of Police (IACP)
 International Association of University Presidents
 International Federation of Catholic Universities
 International Leadership Association
 International Special Events Society San Diego Chapter
 (ISES San Diego)
 Japan Society of San Diego
 Leadership Alliance
 Lern
 Meeting Planners International San Diego Chapter (SDMPI)
 Mountain Pacific Association of Colleges and Employers
 NAFSA: Association of International Educators
 National Alliance of Business
 National Association for Campus Activities (NACA)
 National Association for Law Placement
 National Association for President's Assistants
 in Higher Education
 National Association of Athletic Development Directors
 National Association of Basketball Coaches
 National Association for Campus Activities (NACA)
 National Association of Campus Card Users
 National Association of College Admission Counselors
 National Association of College and University Attorneys
 National Association of College and University Business
 Officers (NACUBO)
 National Association of College and University Food Service
 National Association of College and University
 Mail Services
 National Association of College Stores
 National Association of Colleges and Employers
 National Association of Collegiate Concessionaires
 National Association of Collegiate Directors of Athletics
 National Association of Collegiate Marketing Administrators
 National Association of Convenience Stores
 National Association of Educational Buyers
 National Association of Foreign Student Affairs (NAFSA)
 National Association of Independent Colleges
 and Universities (NAICU)
 National Association of Student Financial
 Aid Administrators
 National Association of Student Personnel
 Administrators (NASPA)
 National Association of Women in Higher Education
 National Athletic Training Association
 National Collegiate Athletic Association
 National Collegiate Honors Council

National Communication Association
 National Council for Accreditation of Teacher Education
 National Council for Research on Women
 National Fastpitch Coaches Association
 National Fire Protection Association
 National Intramural-Recreation Sports Association
 National Letter of Intent Program
 National Restaurant Association
 National Safety Council
 National Soccer Coaches Association of America
 National Strength and Conditioning Association
 North American Association of Summer Sessions
 Order of the Coif
 Otay Mesa Chamber of Commerce
 Pacific Association of Collegiate Registrars and
 Admissions Officers
 Phi Beta Kappa Society
 Pacific Coast Softball Conference
 Phi Delta Kappa
 Pioneer Football League
 Professional and Organizational Development Network
 in Higher Education
 Rotary Club of San Diego
 San Diego Convention and Visitors Bureau
 San Diego Regional Chamber of Commerce
 San Diego Regional Economic Development Corporation
 San Diego World Affairs Council
 Society for College and University Planning
 Society for Collegiate Travel Management
 Society of Human Resource Management
 South California Higher Education Recruitment Consortium
 Southern California Consortium on International Studies
 Student & Youth Travel Association (SYTA)
 Teachers of English to Speakers of Other
 Languages (TESOL)
 Tuition Exchange
 Unique Venues
 University Risk Management and Insurance Association
 Urban League
 Used Book Association
 West Coast Conference
 Western Association of College and University
 Business Officers
 Western Association of College and University
 Housing Officers
 Western Association of Graduate Schools
 Western Association of Summer Session Administrators
 Western College Association and Western Association
 of Schools and Colleges (WASC)
 Western Athletic Conference
 Western Economic Association International
 Western Institute of Nursing

Western Intercollegiate Rowing Association
 Women's Basketball Coaches Association

Policies

Equal Opportunity

The University of San Diego is dedicated to advancing academic excellence and creating a diverse and inclusive community. As an institution with a Catholic identity, the university is committed to creating and maintaining a work and educational environment that recognizes the dignity of each university community member.

The university is an equal opportunity educational institution. All student-related programs and services, including but not limited to admissions, financial aid, academic programs, housing, athletics, and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, age, physical disability, mental disability, or other characteristic protected by federal or state law. Reasonable accommodations will be made for qualified individuals with disabilities in all such programs and services, unless the accommodation would create an undue hardship for the university.

Similarly, the university is an equal opportunity employer. All employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, gender identity, sex, sexual orientation, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position. Reasonable accommodations will be made for qualified individuals with disabilities, unless the accommodation would create an undue hardship for the university.

The university may take affirmative steps in a manner consistent with applicable law to advance its mission and to promote equal opportunities for its students, faculty, staff and applicants. The university does not by this equal opportunity statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Student inquiries regarding the university's equal opportunity policy should be directed to the Vice President for Student Affairs (619) 260-4590. Employee inquiries regarding the university's equal opportunity policy should

be directed to the Associate Vice President for Human Resources (619) 260-4594.

Policy Prohibiting Discrimination and Harassment

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the university to maintain an educational and work environment free from all forms of unlawful discrimination and harassment.

To that end, the university prohibits and does not tolerate unlawful discrimination against or harassment of its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, age, physical disability, mental disability, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

All members of the university community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the university.

Definitions

Discrimination

Unlawful discrimination may occur when an individual is treated less favorably with respect to the terms and conditions of employment or education, or with respect to the individual's receipt of employment or educational benefits, because of his or her membership in a protected class. Accordingly, all employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, gender identity, sex, sexual orientation, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, or other characteristic protected by federal or state law. Similarly, all education-related programs and activities, including but not limited to admissions, financial aid, academic programs, research, housing, athletics, and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, age, physical disability, mental disability, or other characteristic protected by federal or state law.

The university does not by this non-discrimination statement disclaim any right it might otherwise lawfully

have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Harassment

Harassment includes verbal, physical or visual conduct when the conduct creates an intimidating, offensive or hostile working or educational environment, or unreasonably interferes with job or academic performance. Verbal harassment may include but is not limited to epithets, derogatory comments or slurs based upon one of the individual's characteristics noted above. Physical harassment may include but is not limited to assault, impeding or blocking movement, or any physical interference with normal work or movement, when directed at an individual because of the individual's protected characteristic. Visual forms of harassment may include but are not limited to derogatory posters, cartoons or drawings based on an individual's protected characteristic.

In addition, sexual harassment includes any request or demand for sexual favors that is implicitly or expressly a condition of employment, continued employment, receipt of an employment benefit, admission to the university, participation in educational programs or activities, or evaluation of academic performance. Examples of conduct that could give rise to sexual harassment, include but are not limited to: sexual advances or suggestions; unwelcome sexually-oriented remarks; dirty jokes; the display or distribution of offensive photographs, e-mails, posters or cartoons; and any unwelcome, intentional touching of the intimate areas of another person's body.

Complaint Procedure

The university encourages any person who feels that he or she has been unlawfully discriminated against or harassed, or observes or is otherwise aware of an incident of unlawful discrimination or harassment, to report the incident promptly. To assist in the investigation, the university requests that a complaint be made in writing with a detailed description of the facts giving rise to the complaint, the names of any individuals involved, including any witnesses, and copies of any documents that support or relate to the complaint. Although the university requests the submission of a written complaint, an oral complaint is sufficient to initiate the procedures set forth under this policy.

Complaints should be made to any of the following people who are the university's designated officers for handling the complaints and implementing the university's policy against unlawful discrimination and harassment:

1. Complaints Against Administrators or Staff:

Associate Vice President for Human Resources
 Maher Hall, Room 101
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4594

2. Complaints Against Students:

Vice President for Student Affairs
 Hahn University Center, Room 232
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4588

Dean of Students
 Hahn University Center, Room 232
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4588

3. Complaints Against Faculty:

Executive Vice President and Provost
 Hughes Administration Center, Room 328
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4553

Dean, College of Arts and Sciences
 Founders Hall, Room 114
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4545

Dean, School of Business Administration
 Olin Hall, Room 341
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4886

Dean, School of Leadership and Education Sciences
 Mother Rosalie Hill Hall, Room 205
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4540

Dean, School of Law
 Warren Hall, Room 200
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4527

Dean, School of Nursing and Health Science
 Hahn School of Nursing
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-4550

Dean, School of Peace Studies

KIPJ 123
 5998 Alcalá Park
 San Diego, CA 92110
 (619) 260-7919

If for any reason the person making the complaint does not feel comfortable directly reporting the incident to the appropriate individual identified above, the complaint may be reported through alternative channels. In the case of a complaint by a university employee, the complaint may be made to the employee's supervisor, manager, the Human Resources department, a dean, a vice president, or the president. If the complaint involves the employee's supervisor, the employee is not required to report the complaint to the supervisor. In the case of a complaint by a student, the complaint may be made to a dean, the vice president and provost, or the president.

A supervisor or manager who receives a complaint of unlawful discrimination or harassment, or observes or is otherwise aware of an incident of unlawful discrimination or harassment, shall promptly inform the appropriate university's designated officer, as set forth above.

Investigation and Corrective Action

The university will investigate every reported complaint of unlawful discrimination or harassment. The investigation will be conducted in a thorough, prompt and professional manner. If the conclusion of the investigation is that unlawful discrimination or harassment occurred, the university will initiate corrective action, as appropriate under the circumstances. For employees, the corrective action may range from verbal warnings up to and including termination from employment. For students, the corrective action will be imposed in a manner consistent with the university's Student Code or other applicable procedures. If the individual found to have engaged in the unlawful discrimination or harassment is not an employee or student of the university, corrective action within the reasonable control of the university, and as appropriate under the circumstances, will be initiated.

If termination of a faculty member is contemplated, the applicable rules governing dismissal for serious cause will be followed.

The employee or student who raised the complaint will be advised of the results of the investigation, unless doing so is prohibited by FERPA or other applicable law. Similarly, an employee or student who is accused of the unlawful discrimination or harassment will be advised of the results of the investigation.

Retaliation Prohibited

The university prohibits and does not tolerate retaliation against any individual who in good faith files a complaint of unlawful discrimination or harassment or is involved as a witness or participant in the complaint or investigation process. Engaging in unlawful retaliation can result in disciplinary action, up to and including dismissal from the university.

The university encourages any individual who believes he or she has been subject to unlawful retaliation, or observes or is otherwise aware of an incident of unlawful retaliation in violation of this policy, to report the incident promptly pursuant to the complaint procedure identified above. The investigation and corrective action procedures set forth above will similarly apply in the case of a complaint of unlawful retaliation in violation of this policy.

Right to Appeal

An employee or student who is found to have engaged in unlawful discrimination, harassment or retaliation in violation of this policy shall have the right to appeal the decision. If a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the president or the president's designee. If someone other than a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the vice president to whom that designated officer reports. Similarly, a complainant may appeal a decision that no unlawful discrimination, harassment or retaliation occurred. The appeal may address the decision of whether unlawful discrimination, harassment or retaliation occurred, and it also may address the corrective action imposed.

The appeal must be submitted in writing within ten (10) working days after written notification of the results of the investigation. The appeal should describe with specificity why the finding of unlawful discrimination, harassment, retaliation or corrective action imposed was not reasonably based upon the evidence and information made available to the investigator and/or the university official who made the decision regarding the corrective action.

The president or vice president who is deciding the appeal may receive or consider additional information if he or she believes such information would aid in the review of the appeal. This right to appeal shall not entitle the appellant to a new or second investigation. The appeal should be granted only if the president or the vice president who is deciding the appeal concludes that the finding of unlawful discrimination, harassment or retaliation was not reasonably based upon the evidence and information available to the investigator, or that the corrective action

imposed was not reasonably based upon the evidence and information available to the university official who made the decision regarding the corrective action.

The president or the vice president who is deciding the appeal will provide the decision to the individual who submitted the appeal within 45 days of receipt of the written appeal. The decision of the president or the vice president who is deciding the appeal is final. During the time of the appeal and review, any corrective action taken as a result of the original complaint may be implemented and enforced.

Hate Crimes and Bias Incidents

The University of San Diego's mission statement affirms the institution's commitment to advancing academic excellence and creating a diverse and inclusive community. Existing USD policy affirms the institution's commitment to creating and maintaining an environment that is free of discrimination and harassment. In furtherance of USD's mission and policies, USD prohibits and does not tolerate hate crimes or bias incidents.

Hate crimes are against the law. Under California law, a hate crime means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics. Hate crimes are not separate distinct crimes, but rather are traditional offenses motivated by the offender's bias. Hate crimes may include crimes involving not only offenses against persons but also offenses involving damage to property, such as breaking windows of religious institutions, spray painting walls with offensive words and/or symbols, or defacing or burning property.

Hate crimes also violate university policy, including for example the Student Code of Rights and Responsibilities and the Policy Prohibiting Discrimination and Harassment. A student, group of students, student organization, or employee found to have violated such policies is subject to appropriate disciplinary action up to and including separation from the university. The university also will take appropriate corrective action against individuals who engage in hate crimes who are not students or employees when the conduct occurs on university property or otherwise is university-related.

Bias incidents, on the other hand, may not meet the necessary elements required to prove a hate crime under California law, but the behavior may violate university policy or state or federal civil law. A bias incident is conduct

that is motivated, in whole or in part, because of the victim's actual or perceived disability, gender, nationality, race, ethnicity, religion, or sexual orientation. Examples of bias incidents include dissemination of racist flyers, defacing of a student organization flyer, name-calling, and other similar conduct that is motivated by the actual or perceived protected status of a person or a group. A student, group of students, student organization or employee found to have violated such policies is subject to appropriate disciplinary action up to and including separation from the university. The university also will take appropriate action against individuals who engage in bias incidents who are not students or employees when the conduct occurs on university property or otherwise is university-related.

Hate crimes are different from other crimes in that they are "message crimes." The perpetrator of a hate crime sends a message to members of a certain group that they are unwelcome. As such, hate crimes are an affront to a community that values diversity and strives to create an inclusive environment. When one person in the community is the target of a hate crime, the entire community often feels at risk. Hate crimes can divide communities by raising levels of fear and suspicion which lowers openness and cooperation among its members. While bias incidents may not necessarily constitute crimes, they often have the same effect and impact upon the university community as do hate crimes.

USD expects all members of the university community to abide by the law. USD also expects all members of the university community to comply with applicable university policies, including those that set forth the standards of behavior expected of community members, such as the Student Code of Rights and Responsibilities and the Policy Prohibiting Discrimination and Harassment. Both applicable law and USD policy address and prohibit hate crimes and bias incidents. For more information, please see the university's Hate Crimes and Bias Incidents Response Procedures which can be obtained through the Office of the Vice President for Student Affairs.

Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 (FERPA, or the "Buckley Amendment") protects the privacy of all enrolled students and former students, and it requires that students be notified annually of their rights under the law.

FERPA applies to education records, which are records that are directly related to a student and maintained by USD or a party acting on its behalf. There are two types of education

records: directory information and non-directory information.

Directory information consists of the student's name, USD e-mail address, student's photograph, major field of study, dates of attendance, participation in officially recognized activities and sports, and degrees, honors, and awards received. USD will disclose directory information to third parties unless the student has submitted a Request to Restrict Directory Information to the appropriate registrar's office. Doing so restricts the release of all directory information.

All other education records are non-directory information. USD will not disclose non-directory information to a third party unless: 1) the student has provided written consent for the disclosure; or 2) the disclosure falls into one of the exceptions from the requirement for prior written consent under FERPA.

Parents and legal guardians do not have the right to view a student's education records. The university may release such records with the written consent of the student or if the student is the parent's or legal guardian's dependent as defined in the Internal Revenue Code. Parents or guardians who wish to obtain access to a dependent student's education records may file a Request for Release of Education Records form with the appropriate registrar's office. This form must be filed annually. Students may grant their parents (or others) permission to access their education records by filing an Authorization to Release Education Records form with the appropriate registrar's office. This form remains in effect until rescinded by the student in writing.

The university provides students the right to inspect and review their educational records within 45 days of written request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate school official, written requests that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the student of the time and place where records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Students may amend or correct their records if information there is inaccurate, misleading, or incomplete. Students have the right to a hearing if the records are not corrected. If a student is dissatisfied with the results of a hearing, he or she may place a statement in the records to that effect. If a student feels that the institution has not fully honored his or her privacy rights under FERPA, a written complaint

may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Please refer to the USD FERPA website for additional information, www.sandiego.edu/registrar/ferpa.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 states, "No otherwise qualified person with a disability in the United States...shall, solely by reason of...disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A "person with a disability" includes "any person who (i) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the post-secondary institution's programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities.

The Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities — persons who are blind, deaf, or use a wheelchair — the definition also includes people with what are sometimes called invisible disabilities. These include psychological/psychiatric concerns, learning disabilities, ADHD, and some chronic health impairments such as epilepsy, diabetes, arthritis, cancer, cardiac problems, HIV/AIDS, and others.

Grade Grievance Procedures

The instructor's/professor's judgment is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. Thus, at every level in the proposed grievance procedures this "presumption" should be understood by all participants.

It is assumed that grievances will be resolved by the instructor and student.

Grading criteria, requirements, content, etc. are established by the instructor. The presumption is that students have been given ample opportunity for clarification of class requirements at the beginning of a given course.

The procedure for a grade grievance is as follows:

1. Initial grade/grievance must be addressed to the instructor in the course.
2. In those rare circumstances when no agreement is reached in number 1 (above), the student may seek advice from the department chair.
3. If the matter is not satisfactorily settled at number 2 (above), the student then may seek advice from the dean who will refer the matter to a standing faculty committee (i.e., academic affairs).
4. The committee will hear the student's grievance and make its recommendations to the parties involved. At every level in this grievance procedure, the instructor must be apprised of the situation.

Responsibility of Students

Students enrolled at USD are responsible for adhering to all regulations, schedules, and deadlines outlined in this bulletin and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met. Questions on these matters should be directed to the student's faculty advisor.

Student Conduct

Students attending USD are accountable to the Student Code of Rights and Responsibilities, which is published online at www.sandiego.edu/archways. The purpose of the code is to maintain a safe environment for the campus community, support the academic goals of the university and to foster the personal development of students. Included in the code are the rules of conduct, disciplinary process and sanctions, university policies and procedures, and the academic integrity policy. Parking regulations are available at parking services.

Student Life

In view of USD's mission to develop the whole person and understanding that learning takes place in a variety of educational contexts, the Department of Student Life offers numerous opportunities for students to become actively engaged in student life. The department also partners with faculty and staff from other areas in an effort to link cognitive understanding with practical experiences that facilitate personal maturity, interpersonal effectiveness, and ethical leadership.

Student Government and Activities

(The Associated Students began a complete restructuring in the spring of 2010. Please go to <http://www.sandiego.edu/associatedstudents/> for the most current information.)

All undergraduate students belong to the Associated Students of USD, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Students (AS) and members of its governing board are elected or appointed by the students. Under their leadership, the students plan and manage student events and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on university affairs.

The Associated Students has a governance and programming function for the undergraduate student body. The Associated Students Leadership Team is comprised of a president, vice president, chairs, and directors. The Student Senate is composed of a Speaker, Parliamentarian, Speaker Pro-Tem, and Senators (Academic and Residential). The Torero Programming Board is charged with coordinating all of the events and programs sponsored by AS. AS works on solving student issues, financially supports several campus services, facilitates communication between student organizations, and serves as the official student voice to administration.

The Associated Students have the following branches: finance, communication, vice president (academics/student organizations), senate, and Torero Programming Board.

Finance

The Finance Committee of AS determines the allocation of the Student Activity Fee. Associated Students oversees an annual budget, Torero Programming Board, Center Funding, and AS Budget Committee.

Vice President (Academics & Student Organizations)

Associated Students serves as advocates with regard to all academic and student organization matters. The team works

on academic issues, honor council, and student organizations concerns/issues.

Communication

This area provides marketing/communication for all Associated Students issues and information gathering. This area coordinates marketing and communication, community relations, and collection of data/surveying.

Student Senate

Student Senate has four standing committees: Academics, Student Organizations, Student Life, and Inclusion & Diversity. The Senate addresses and works on student issues and concerns. Through the committees and Senate, AS works with campus departments, other campuses, and local/state agencies. The Senate has the power to recognize student organizations, approve funding, pass resolutions, and provide approval on changes in process.

Torero Programming Board

This area coordinates a variety of programs for the student body including concerts, lectures, films, showcase, special events, multicultural, and the arts. The Torero Programming Board is lead by the TPB Chair. This board receives funding from the Student Activity Fee.

Associated Students Committees

AS Budget Committee

The Associated Students Budget Committee consists of individuals who meet on a regular basis to decide the allocation of funds to USD's various clubs and organizations. The committee allocates resources to clubs and organizations providing services/events to the entire student body.

AS Senate Committees

The AS Senate Committees are Academics, Inclusion & Diversity, Student Life, and Student Organizations. Elected Senators are the committee members and chairs for these four committees.

Elections

The Elections Committee is involved in helping to organize elections, enforcing campaign policies, and managing voting on campus.

Traffic Court

Responsibilities for this committee include conducting the student court that deals with parking violations and appeals.

AS Directors

Academics

The Director of Academics is responsible for coordinating honor council, academic issues, and representing AS in academic affairs.

Elections

The Director of Elections is responsible for coordinating voter registration, homecoming elections, senator elections, and spring elections.

Chief of Staff

The Chief of Staff is responsible for coordinating all operations, arrangements, and minutes of AS meetings and offices.

Strategic Information

The Director of Strategic Information is responsible for coordinating communication of student issues, AS promotions, and information gathering.

Web

The Web director is responsible for overseeing online forms, education, networking, web, and applications for AS.

Controller

The controller is responsible for overseeing the AS budget and creating check requests working in conjunction with the finance chair.

Historian

The historian is responsible for recording the history of Associated Students through video, pictures, news clippings, and written documentation.

AS Funded Centers (allocations from the Student Activity Fee)

CASA

The Center for Awareness, Service, and Action is responsible for outreach and service to the San Diego community. Numerous ongoing projects link service with learning about social issues. Activities include working with the homeless, senior citizens, and youth.

CASA Social Issues

This committee is responsible for planning events addressing social issues and coordinating the university's annual Social Issues Conference.

Creative Zone

The Creative Zone is a marketing resource center for all registered student organizations and departments. The creative zone offers copying, poster making, design services, and teambuilding resources.

United Front Multicultural Center

The United Front Multicultural Center (UFMC) engages the USD community in exploring and affirming the unique identity of each person. The center fosters an environment where student leaders feel empowered to become change agents for social justice and builds relationships with faculty, staff and students to develop a foundation that honors and values diversity. The center serves as an educational resource, working to contest the dominance of prejudice and intolerance. AS provides financial support for programming produced by the Center.

USDtv and USD Radio

The Associated Students provides funding for the operations/programming of USDtv and USD Radio.

Women's Center

The Women's Center supports intellectual, physical, emotional, spiritual, and cultural development. Its programs facilitate personal transformation and inspire both women and men to unlock ambition and skills to achieve personal power. The Women's Center promotes women's dignity and well-being and the belief that communities are enriched by diverse points of view.

Torero Programming Board (TPD)

TPD Chair

The Programming Board Chair is responsible and accountable for providing leadership in the development of a well-balanced and successful program of cultural, educational, recreational and social programs suited to the needs and interests of the entire USD student body.

Vice Chair of Operations

The vice chair is responsible for ensuring that the operation of the entire organization is completed in an organized and professional manner. The vice chair maintains all official TPB documents, organizes the membership tracking database, monitors the use of all TPB budgets, prepares agendas, reports and minutes for all TPB and ensures that all programming committees are producing the best programs possible in an effective and professional manner.

Director of Community and Environmental Health

The Director of Community and Environmental Health is responsible and accountable for developing a well-balanced

and successful program supporting the student health and environmental health of USD. These events include current health issues (flu, stress, HIV education, alcohol) and environmental health (sustainability, Earth Week).

Director of Center Stage

The Director of Center Stage is responsible and accountable for developing a well-balanced and successful program of concerts and other related events (comedy).

Director of Torero Weekends

The Director of Torero Weekends is responsible and accountable for developing a well-balanced and successful program for weekend programming. Programs could include films, gaming, concerts and other programs that support weekend life at USD.

Director of Traditions

The Director of Traditions is responsible and accountable for developing a well-balanced and successful program of events during homecoming and other all campus traditional events suited to the needs and interests of the entire USD student body.

Director of Lectures

The Director of Lectures is responsible and accountable for developing a well-balanced and successful program of lectures, local speakers, debates, and discussions.

Director of Intercultural

The Director of Intercultural is responsible and accountable for developing a well-balanced and successful program around Intercultural/Multicultural Life at USD. These activities should include supporting theme months/weeks, Privilege and Identity, Hate Crimes Awareness, March of the Toreros and University of Diversity Week.

Director of Torero Spirit

The Director of Torero Spirit is responsible and accountable for developing a well-balanced and successful program supporting Torero Athletics and Sports Clubs.

Director of Special Events

The Director of Special Events coordinates class specific programming, novelty activities, and other special events.

Director of Arts

The Director of Arts is responsible and accountable for developing a well-balanced and successful program of visual art exhibits, publications, theatre shows, competitions and other related events suited to the needs and interests of the entire USD student body.

Class Programmers

The Underclassman Director is responsible for planning and coordinating events pertaining to the freshmen and sophomore undergraduate classes. The upperclassman director is responsible for planning and coordinating events pertaining to the junior and senior undergraduate classes.

Director of Spotlight

Responsible for contacting agents and bands for small to medium sized concerts on the USD campus, working to bring a musically diverse range of programming to the USD campus.

Undergraduate Student Organizations

The following is a list of registered undergraduate student organizations as of Spring 2010. New organizations are always being formed. For more information about a specific organization or to express interest in joining, contact the Student Leadership and Involvement Center, Student Life Pavilion, Level 3, at (619) 260-4802.

Academic and Honor / Professional Organizations

Accounting Society aims to help students learn about the various aspects of the Financial Information profession through activities and involvement with professionals, faculty, and peers.

Alpha Kappa Delta, the International Sociology Honor Society, is dedicated to the ideal of "investigating humanity for the purpose of service." Its goal is to promote human welfare through the association of a group interested in developing scientific knowledge that may be applied to the solution of social problems.

Alpha Kappa Psi is a coeducational business fraternity that aims to foster scientific research in the fields of commerce, accounting, and finance.

American Humanics provides speakers, field trips, and seminars aimed at students interested in leadership careers in human service organizations.

American Medical Students Association is a nation-wide, student run association of active pre-medical students committed to representing the concerns of physicians-in-training.

American Society of Mechanical Engineers (ASME) represents the USD student body to the American Society of Mechanical Engineering Board and aims to spread the word about fun contests, interesting conferences and build

connections between the current and past students in the Mechanical Engineering program.

Anthropology Club seeks to bring together students interested in the many diverse fields of anthropology.

Beta Alpha Psi is a coeducational accounting fraternity that provides members with opportunities for academic, professional, and personal development in the fields of accounting and finance.

Delta Sigma Pi is a professional fraternity organized to foster the study of business in universities and to promote closer affiliation between the commercial world and students of commerce.

Entrepreneurship Club is committed to bringing together USD students, entrepreneurs, alumni, and faculty with the hopes of building relationships and fostering an interactive learning environment to explore the world of entrepreneurship.

Ethnic Studies Student Organization is designed to celebrate issues of diversity and to contribute to the learning of diversity throughout campus.

Finance Club facilitates insightful discussion through enriching activities and encourages networking and interaction between students and faculty in the School of Business Administration to gain knowledge in finance and other related fields.

Honors Student Board is the leadership body of the honors program, which is designed to provide students with superior ability and accomplishment with challenges and opportunities that will allow them to realize their potential more fully.

Institute of Electrical and Electronics Engineers (IEEE) is a scientific and educational organization directed toward the advancement of the theory and practice of electrical, electronics, communications and computer engineering.

Institute of Industrial Engineers (IIE) promotes the profession of industrial engineering through organized efforts in study, research and discussion and the dissemination of knowledge thereby gained.

Lambda Pi Eta is the honor society of the National Communication Association. It exists to recognize, foster and reward outstanding scholastic achievement in communication studies while promoting professional development.

Marketing Club is dedicated to the vast world of marketing in its opportunities. You can expect many projects, professional speakers, networking opportunities and connections for internships.

Minority Association of Pre-Health Students (MAPS) aims to recruit and retain minority students in higher education by providing underrepresented pre-health students with knowledge, skills and experience that are prerequisite and concomitant to participation in health care careers.

Model United Nations helps members develop an understanding and appreciation of the structure and functions of the United Nations by infusing members with the skills to study comparative politics and international relations and how they relate to public policy on the international stage.

Mortar Board is a national honor society that recognizes college seniors for excellence in areas of scholarship, leadership, and service. Members represent the top scholars and leaders on USD's campus.

National Society of Collegiate Scholars (NSCS) is the nation's premiere honor organization for high-achieving students whose activities include leadership development, service programs, and more.

Phi Alpha Delta is an international law fraternity whose purpose is to form strong bond uniting students and teachers with members of the Bench and Bar in a fraternal fellowship designed to advance the ideals of liberty and equal justice under law.

Phi Alpha Theta is a professional society whose mission is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.

Phi Delta Epsilon is the largest and only International professional medical fraternity whose benefits include: community service, leadership development, doctor shadowing, MCAT prep-course discount, professional interaction and networking, and many other things to make you the best candidate possible for medical school.

Pi Sigma Alpha is a national political science honor society aimed "to stimulate scholarship and intelligent interest in political science."

Psi Chi is a national honor society whose purpose is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.

Psychology Club is available to stimulate, encourage, and maintain the social, academic, and professional growth of students interested in the field of psychology.

Psychology Journal Club is committed to learning about current research in psychology and related fields through reading, presenting and discussing journal articles.

RX for Success serves undergraduate students pursuing a pharmacy-related career through guest speakers, various events, and informational meetings.

Sigma Alpha Pi, The National Society of Leadership and Success, is a community of leaders dedicated to creating lasting positive change and a community where like minded success-oriented individuals come together and help one another succeed.

Sigma Tau Delta is the International English Honor Society that promotes interest in literature and the English language.

Student International Business Council (SIBC) is a leadership training organization committed to promoting social responsibility in today's global business community. Their student motto is "Peace through Commerce."

Supply Chain Management Association organizes tours to world-class facilities and opportunities for interacting with industry and professional organizations.

USD Ad Club focuses on spreading interest in and expanding knowledge of the advertising profession while encompassing aspects of marketing and communication.

USD Chemistry Club invites a community of aspiring chemists and biochemists at USD to promote science outside of the community, scientific and non-scientific, through outreach activities.

USD Debate Club is designed for any student interested in learning about competitive debate or who just enjoys debating in general.

USD Dental Club prepares, assists and educates students interested in pursuing a career in dentistry by providing leadership and community service opportunities in a cooperative and positive environment.

USD German Club seeks to create a group where all students interested in German can meet.

USD Pre-Physical/Occupational Therapy Club helps support students to achieve goals in the health career of their choice, focusing on physical therapy or occupational therapy careers.

Multicultural Organizations

The **United Front Multicultural Center** was established in 1997 to promote the goals and objectives of a coalition of student organizations, known collectively as the United Front. The objective of the United Front Multicultural Center (UFMC) is to contribute to the creation of a campus environment which respects and supports diversity and

inclusion. The UFMC aids in developing a campus community that is culturally diverse and responsive to changes in local, regional, and national demographics. The center provides programs (e.g. celebrations of various history/heritage months, observances of international holidays, cultural performances) and trainings that address issues of diversity. Ultimately, the UFMC serves as an educational resource for the university. For example, the **Rainbow Educators** aim to help the university move toward greater awareness, knowledge, and inclusion of its lesbian, gay, bisexual, and transgendered (LGBT) community. All in all, the UFMC continuously works to contest the dominance of prejudices and "-isms" at USD.

AIESEC is the largest student organization in the world fostering international cooperation and understanding with an overriding commitment to the local community.

Association of Chicana Activists promotes the recruitment and retention of Chicanas/Latinas in higher education. It is a group that promotes leadership development and community service.

BSU: Brothers and Sisters United, formally Black Student Union, promotes the recruitment and retention of African-Americans in higher education. It is a group that promotes leadership development and community service.

Chaldean American Student Association unites all Chaldean students, alumni and/or faculty at USD by building awareness of the Chaldean culture on campus.

Filipino "Ugnayan" Student Organization is aimed at promoting and preserving Filipino American heritage and provides educational programs that address these issues.

Indian Student Association is an organization whose main goal is to spread knowledge and awareness about the Indian culture.

International Student Organization is aimed at promoting the international student experience and perspectives through educational programs.

Jewish Student Union promotes Jewish faith and educational programs.

Movimiento Estudiantil Chicana/o de Aztlan (MEChA) promotes the recruitment, retention, and education of Chicana/o and Latina/o students, and promotes leadership development and community service.

Native American Student Organization serves Native American students and addresses Indigenous issues on campus.

People of the Islands, formally Aikane O'Hawai'i, promotes and perpetuates Pacific Islander culture and spirit on

campus with an overriding commitment to the local community.

PRIDE offers friendship, alliance, and mutual assistance to undergraduate men and women who are gay, lesbian, or bisexual, and to any undergraduate ally.

Taiwan Student Association aims to help new students and foster Taiwanese cultural exchange.

Greek Life

Fraternities and Sororities

All of the following Greek-letter organizations offer lifelong friendships, activities in support of academic excellence in all major fields, opportunities for community service, campus involvement, networking with alumni/ae, and social activities. Students are eligible for membership after completing one semester at USD (unless transferring in with 24 or more units of college credit). The women's groups are coordinated by the Panhellenic Council, and the men's groups are coordinated by the Interfraternity Council (IFC). In addition, the nationally-recognized Order of Omega honors men and women who have attained a high standard of leadership in inter-Greek activities.

International Women's Fraternities/Sororities

Alpha Chi Omega
Alpha Delta Pi
Alpha Phi
Gamma Phi Beta
Kappa Alpha Theta
Kappa Kappa Gamma

Men's Fraternities

Beta Theta Pi
Delta Tau Delta
Lambda Chi Alpha
Phi Kappa Theta
Sigma Phi Epsilon

Recreational and Sports Clubs

Club Baseball
Club Waterski
DanceSport
Dive Club
Equestrian
Kiteboarding
Men's Club Soccer

Men's Club Volleyball
Men's Club Water Polo
Men's Lacrosse
Men's Rugby
Paintball
Roller Hockey
Surf
Tango
Ultimate Frisbee
USD Club Tennis
USD Dance Company
Women's Club Soccer
Women's Club Volleyball
Women's Lacrosse
Women's Rugby

Religious Affiliated Organizations

Intervarsity Christian Fellowship is a forum to bring together Christians and non-Christians alike through Bible studies, outreach, and social events.

Students For Life aims to protect the sanctity of life in all of its forms through prayer and service, as well as to raise awareness of life issues.

Special Interest Organizations

Alcalá Club is a service organization of men and women who work with the President of USD as official representatives of the university.

Ambassadors Club is a student organization sponsored by the Office of Undergraduate Admissions whose members provide campus tours for prospective USD students and help with college fairs.

ASTRA is a volunteer organization sponsored by San Diego's Altrusa Club as part of their program for community service.

Basement Society is a student organization made to promote the arts in the university and give the students and teachers a place to express themselves.

Best Buddies is dedicated to enhancing the lives of people with intellectual disabilities by providing opportunities for one-on-one friendships and integrated employment.

College Republicans is an organization for students who support the Republican Party.

Commuter, LEAD and EOP Club (CLE) provides the students in the Commuter Program, LEAD@USD Program, and Educational Opportunities Program a club where they can feel a sense of connection with other USD clubs and organizations.

Founders Club preserves the spirit of the founders of USD — the Religious of the Sacred Heart and the Diocese of San Diego.

French Club provides an organization for students interested in French culture and language to come together.

Good Odds Improv meets to practice the skill of improvisational comedy as a form of entertainment.

Invisible Children is a non-profit organization created to provide an effective way to respond to the situation in Northern Uganda.

Net Impact Undergrad improves the world by growing and strengthening a network of leaders who use the power of business to make a positive net social, environmental, and economic impact.

Outdoor Club, formally USD Outing Guide Club, is a community of people who share interest in outdoor activities of any sort.

RHA (Residence Hall Association) is an organization that aims to improve campus life for residents.

STAND is an international student anti-genocide coalition that organizes to prevent and stop genocide whenever and wherever it may occur.

S.T.E.P., Student Technology Exchange Program, works for social justice by equipping the under served with the tools for success in the 21st century.

Student Alumni Association (SAA) connects alumni and students, uniting USD's past with its future.

Students for Greener Solutions (SGS) focuses on influencing, implementing and exporting greener policies on campus and in the San Diego community.

Students for Justice in Palestine is a diverse group of students, faculty, staff, and community members organized according to democratic principles in order to raise awareness, promote justice, human rights, liberation, and self-determination for the Palestinian People.

The Frontline is an organization dedicated to creating passion and support amongst the student body for USD basketball.

The Transfer Student Organization (TSO) eases the transition of undergraduate transfer students into USD by fostering social integration between transfer students and returning students, creating awareness of the transfer student population, and advocating on behalf of transfer student issues.

TOMS Club spreads awareness of the TOMS story, that by using the purchasing power of individuals, everyone can help the greater good of children in need.

Toreros for Truth raises awareness as to the real and pressing social issues of September 11th, especially issues that do not garner much media attention.

T.R.E.E. (Totally Rad Environmental Enthusiasts) unites a collective student body to implement change and arouse awareness for sustainability both on campus, in surrounding communities, and in the world at large.

Trio Alumni Association assists and supports USD Upward Bound/Kearny High School alumni who are now in college, USD Student Support Services, and McNair students in their efforts of achieving a postsecondary degree.

University of San Diego Study Abroad Ambassadors Club, in association with the Office of International Studies at USD, aims to further promote knowledge and interest among the student body in the study abroad programs offered.

USD A Cappella Club provides students an opportunity to learn and perform a cappella music (music without instruments).

USD Amnesty International is part of a worldwide movement in the defense of human rights. It consists of students, faculty and administrators who advocate for and stand up for humanity.

USD Critical Reading Group is a group for students to discuss different texts, ranging everywhere from Foucault to Nietzsche.

USD Red Cross Club provides Red Cross services to the local community and USD students. It consists of students delivering these services in accordance with the American Red Cross Code of Conduct.

Young Americans for Liberty advocates smaller government, lower taxes and more freedom. Additionally its members stand for fiscal responsibility, free markets and personal freedom.

Young Democrats serves as a forum to discuss political issues within a liberal context and provides opportunities to get involved in local, state and national level politics.

Hahn University Center

Monday – Sunday
7 a.m. to 11 p.m.

Auxiliary Services Administrative Office

UC, Room 137
(619) 260-8880
sandiego.edu/aux

Here you will find the offices and support staff for the auxiliary services executive director, director of marketing and director of dining. Auxiliary services includes hospitality, dining, bookstore, campus card and Zipcar services.

Campus Card Services

UC, Room 127
(619) 260-5999
sandiego.edu/campuscards

See page 35 for detailed information.

Center For Awareness, Service And Action

UC, Room 113
(619) 260-4206
sandiego.edu/csl/casa

The Center for Awareness, Service and Action (CASA) remains in its same location. The Center increases awareness of the local and global community through expanding and enriching service learning opportunities. The Center promotes cultural awareness and social consciousness. The Center makes a difference by providing outreach opportunities and making lasting connections between USD and the community. The Center also advocates social justice and the promotion of basic human rights through education, service and promoting inclusion.

Center For Health And Wellness Promotion

UC, Room 161
(619) 260-4618
sandiego.edu/chwp

See page 36 for detailed information.

Center for Inclusion and Diversity

UC, Room 225
sandiego.edu/inclusion

The purpose of the Center for Inclusion and Diversity is to advise on issues, policies and practices that affect the USD's commitment to inclusion and diversity and to promote awareness and discussion by forming collaborative relationships across campus through forums, events, and initiatives.

Center For Student Success

UC, Room 114
(619) 260-5995
sandiego.edu/usdcss

The Center for Student Success (CSS) works in conjunction with the Associate Dean for Advising and Curriculum in the College of Arts and Sciences to lead the university's efforts on undergraduate student retention, First Year Experience, and Second Year Experience.

The CSS combines the staff and operations of the former Office of Student Learning Initiatives and Educational Opportunity Program (EOP). The following programs, services, and activities are offered through the CSS:

- series of workshops to promote student success Lead@USD program (transitioned from EOP)
- student success planning and peer advising for students who are referred to the office, receive mid-term deficiency notices, or are placed on scholastic probation
- incoming commuter student support
- MAP-Works retention system
- student assessment (various national and campus-specific studies exploring topics such as retention, satisfaction, and student experiences)
- student leadership and development transcript
- undergraduate leaves of absence and withdrawal
- general resource referral support for students, parents, faculty, and staff.

Lead@USD

Lead@USD provides leadership development, academic advising, and personal support for first-generation, historically underrepresented, and/or low-income students to ensure their success as university students.

Students in Lead@USD are supported by peer mentors, one-on-one meetings with the program director, and a seminar that helps them develop beneficial academic habits and become aware of campus resources. As students secure academic success, they engage in a leadership curriculum that promotes self awareness and assists them in attaining their leadership goals in an array of venues including academic research, campus leadership, community service, government and nonprofits. During the four years that students participate in Lead, the program progressively supports and challenges them in ways that are appropriate to their changing needs as incoming freshmen, returning sophomores, and as juniors and seniors preparing for careers and graduate school.

Students are invited to participate in Lead during the admissions process. Incoming first-generation, historically underrepresented, and/or low-income students who are committed to academic excellence and their development as leaders are encouraged to ask their admissions counselor about Lead@USD.

Incoming Commuter Program

Incoming freshmen and transfer commuter students are provided resources and support to provide a home away from home on the USD campus. The commuter lounge in UC 119 provides a full kitchen, computers, day-use lockers, and a community of students and staff committed to the inclusion of commuters. Incoming commuter students are assisted in meeting people and making friends, building community, and utilizing the many resources of the USD campus. A learning community facilitated by University Ministry and social programming coordinated by the commuter program staff make it easy for students to develop connections within the USD community.

Exhibit Hall

UC, Room 282

The Exhibit Hall provides a space for educational, promotional and artistic exhibits. Stop by to view student art exhibits, traveling exhibits and other USD promotions! The exhibit hall is open to all student organizations and university departments for promotions and exhibits.

Experiential Learning and Adventure Center

UC, Room 136

(619) 260-4709

sandiego.edu/explore

The Experiential Learning and Adventure Center offers services to students, faculty, staff, and alumni for a reduced price, encouraging self-growth and self-expression. The ELAC Trips Program offers outings such as surfing, rock climbing, kayaking, canoeing, snorkeling, backpacking, hiking, and outdoor cooking, as well as a rental and retail area for people interested in planning a personal outing. Another popular program is the Customized Trip Program where private outings for groups are planned based on their specific requests. The R.E.A.C.H.-Teambuilding Program creates individual programs for groups that would like to enhance their communication skills, problem-solving abilities, group or self-awareness, or just have fun doing activities such as a low or high element challenge course. A new program, Eco-LEEP, offers an interactive agenda that allows participants the opportunity to understand and

incorporate sustainable practices into their everyday life. The Experiential Learning and Adventure Center offers guide development and facilitator training programs where students are able to step beyond their everyday limits and learn how to lead trips and facilitate group programs; an Outdoor RLC where likeminded students can bond and participate in various outdoor activities together; and an Orientation Adventure Freshmen wilderness program that allows new students the opportunity to meet their peers in the great outdoors before the start of school.

La Gran Terraza

Main Level

(619) 849-8205

sandiego.edu/dining/lagranterrazza

La Gran Terraza encompasses three unique dining options: O'Tooles (a lounge), Grand Dining Room, and The Terrace. La Gran Terraza will be open from Monday through Friday for lunch and dinner and Sundays for brunch. In addition to expanded space and hours, this location features many special events- faculty roundtables, department social events — as well as food and wine pairings, and festive holiday events.

Office Of Student Affairs

UC, Room 232

(619) 260-4588

sandiego.edu/administration/studentaffairs

The Offices of the Vice President for Student Affairs, Assistant Vice President for Student Life, Assistant Vice President, Dean and Associate Dean of Students, and the Student Affairs Director of Resource Management are located here. Student Affairs has overall responsibility for residential life, student government, student activities and student organizations, multicultural and women's centers, health and wellness, recreation and fitness, student conduct and student support services.

Office of the Assistant Dean of Students

UC, Room 132

(619) 260-4590

sandiego.edu/archways

sandiego.edu/archways/graduate

sandiego.edu/orientation

sandiego.edu/discipline

Located across from the Experiential Learning and Adventure Center, the office of the Assistant Dean of Students serves three primary purposes: coordination of Torero Days and Spring Orientation programs; meeting with students who may have violated the Student Code

of Rights and Responsibilities; and advising for both the Graduate/Law Student Life program and The Vista student newspaper.

One Stop Student Center

UC, Room 126

(619) 260-2700

sandiego.edu/onestop

The One Stop Student Center (OSSC) provides specially trained counselors to help students manage all business transactions dealing with financial aid, student accounts, and registration in one location. The One Stop team eliminates the need for students to travel between offices by serving students in one visit. For office hours, location, and other information, go to www.sandiego.edu/onestop.

Additionally, the OSSC maintains the One Stop Services tab on the MySanDiego portal which is designed to accommodate routine business transactions on the Web 24 hours a day from any personal computer at any location. Web transactions are conducted via your MySanDiego account and can be accessed from either the One Stop Web page, or the USD home page.

Examples of services available:

- register for classes
- add/drop classes
- view/print schedule
- request and pay for transcripts
- make payments
- check your financial aid
- check grades
- review degree audit plus much more.

The One Stop team is committed to providing state-of-the-art services for USD students and is anxious to serve you. They are also available by e-mail at onestop@sandiego.edu. For other general information, please go to www.sandiego.edu/onestop.

Tech Support Center

UC, Room 117

(619) 260-7900

sandiego.edu/its/techsupport

The Tech Support Center (TSC) offers computer support, troubleshooting, and repairs to USD's employees and students. The TSC is also the place to come for support for the USD wireless network. The TSC also provides Web e-mail services and student portal access through my.sandiego.edu.

Torero Computing Lounge

UC, Room 280

Convenience and accessibility are the hallmarks of this new space. This lounge features Mac and PC stations, a pay for print station and quick access to the Internet.

UC Forums

Forums A and B are available as multi-purpose program spaces. The former student dining room is now Forum C, a large multi-purpose space that is available for events and programs. Forums A, B and C can be opened to accommodate dinners for up to 500 people and concerts up to 700 people.

UC Operations, Ticket Office And Campus Scheduling

UC, Room 210

(619) 260-4796

sandiego.edu/campusscheduling

The operations staff (ext. 4796) is responsible for the daily operation of the UC and the SLP. The Office of Campus Scheduling (ext. 4592) coordinates the scheduling of all campus events. Utilizing an integrated software scheduling system, reservations for use of facilities are accepted on a daily basis.

These offices are on the west side of the main entrance to the Hahn University Center.

University Ministry

UC, Room 238

(619) 260-4735

sandiego.edu/administration/missionministry

The University Ministry Center strives to nourish, support, and challenge the faith development of all members of the USD community. Through diverse partnerships across campus, University Ministry works to foster an intellectual environment in which USD students' academic and social development is amplified through complementary spiritual growth.

Persons of all religious traditions and those still searching for their religious identity are invited to take part in University Ministry's liturgies, programs, activities, and services. In addition to a vibrant Roman Catholic sacramental life, University Ministry offers immersion trips, local service opportunities, retreats, small faith-sharing communities, pastoral counseling and companionship, scripture study, and all-faith services.

All of the center's programs are designed to empower students, staff, faculty, and alumni to:

- build a faith community
- develop a mature faith
- educate and work for justice
- nurture personal development
- cultivate leadership for church and society
- form a Christian conscience.

Those interested in learning more about the Catholic Church or preparing for the Sacraments of Initiation (Baptism, Eucharist, and Confirmation) may take part in programs presented from mid-September through May. Likewise, University Ministry staff members are available to assist in preparation for marriage in Founders Chapel, the Immaculata, or in another Catholic church.

The USD community gathers in prayer each Sunday evening for Eucharistic liturgies in Founders Chapel at 7 and 9 p.m. During these vibrant celebrations the campus community is renewed and refreshed for the on-going work of finding God in the midst of study, work, and play.

For more information on our center, please visit us in the Hahn University Center, Room 238, call (619) 260-4735, or go to www.sandiego.edu/administration/missionministry/

U.S. Bank

UC, Room 125
(619) 785-5972
usbank.com/usd

A full service U.S. Bank branch, specializing in student accounts, is open for all of your banking needs. Utilize your Torero Card as an ID and ATM/debit card all in one. U.S. Bank ATMs are located on campus at the Hahn University Center, Bert's Bistro, and the Jenny Craig Pavilion.

Frank Warren Lounge

UC, Room 279
(619) 260-7906

Through the generosity of the Warren family, students will enjoy this new active space where they can relax, study, meet for group projects, play pool or watch sports with friends. Located in the former Deli, the lounge features include Wi-Fi, cutting edge video technology and gaming (Wii, PlayStation and Xbox). Evenings and weekends will offer live entertainment, sports broadcasts and gaming tournaments.

Zipcar

Front of UC
zipcar.com/usd

Need a car for an hour or a day? Reserve one online and pick it up right on campus. It's the more convenient and environmentally friendly way to travel. Sign up on the Web and save — gas, insurance and miles are all included in the low hourly rate. Minimum age is 18.

Student Life Pavilion

SLP First Level

Pavilion Dining

SLP, First Level
sandiego.edu/dining

The new Pavilion Dining Room is available for use for individual and group study and as a social gathering place.*

Along with the lounge, it is intended to serve as a hub for the USD community. This brand new location will offer twelve unique dining options encompassing an array of international cuisine. Pavilion Dining is open during the week for breakfast, lunch and dinner and for brunch and dinner on weekends.

*Dining Room available to students for use from 7–11 p.m. unless otherwise noted

SLP Second Level

The second level of the Student Life Pavilion is devoted to a large lounge area and the new marketplace, Tu Mercado.

The **Open Lounge** provides overflow seating for the dining room, couches and areas where students can work on a class project around a common screen. This is also an area for Saturday evening events.

Tu Mercado is a full-scale natural grocery store that offers everything you need to stock your kitchen at home. Shop in-store or online — delivery available. Tu Mercado also includes a **Torero Spirit Shop** (featuring USD clothing, gifts, magazines, books, exclusive Torero merchandise and more).

L'atelier is a culinary workshop, within Tu Mercado, that offers deli, gelato, pastries, smoothies, an espresso bar and prepared meals — perfect for enjoying at home or on the go.

SLP Third Level

Student Leadership And Involvement Center

SLP, Room 301
(619) 260-4802
sandiego.edu/slic

The third level of the Student Life Pavilion is the student leadership and involvement center. This area brings together the Associated Students leadership, student organizations, greek life and their advisors in an open environment that fosters communication and collaboration and invites all students to become actively involved in campus life.

The creative zone, which is also on this level, offers numerous resources for the marketing and promotion of student events.

SLP Fourth Level

The fourth level of the SLP is the home for the honors program, the United Front Multicultural Center, The Women's Center, the International Student Lounge, and the Graduate and Law Commons. Offices for The Vista newspaper, the Alcalá Yearbook, USDtv and the USD radio station are also located here. Following are descriptions of these centers.

Graduate And Law Student Commons

SLP, Room 401
(619) 260-4305
sandiego.edu/gsc

The graduate and law student commons fosters community among all graduate and law students. It is designed to promote collaborative programs that enrich graduate student life. The commons supports the goals of the graduate student associations, is a central source for information and serves as a liaison to resources across campus. It also provides opportunities for faith development and outreach to community.

Honors Center

SLP Rooms 409, 410
(619) 260-7847
sandiego.edu/honors

The honors program emphasizes teaching excellence, small classes and a core curriculum of innovative and exciting courses. This center will be a nexus for informal interaction among honors students as well as a unique opportunity for these students to interact with other groups on campus. The center includes an office for the director of the honors

program, reception and work space for the administrative assistant, a formal meeting room and a student lounge.

Seminar Room

Adjacent to the honors lounge, the seminar room will be used for some honors classes. It may also be scheduled for other uses through campus scheduling. The seminar room is a high tech conference room with a Smartboard, Symposium, and video conferencing.

Student Publications And Media

SLP, Rooms 402, 403
(619) 260-4714
theusdvista.com
usdradio.org
sandiego.edu/studentactivities/yearbook.php
sandiego.edu/usdtv

United Front Multicultural Center

SLP, Room 418
(619) 260-2395
sandiego.edu/unitedfront

The United Front Multicultural Center plays an important role in the university's plan for developing a community that is culturally diverse and responsive to changing local, regional and national demographics. For over ten years, the United Front Multicultural Center has raised awareness of issues of diversity and inclusion, successfully advocating for policy change and securing the university's commitment to an ethnic studies program. There are currently ten multicultural student organizations housed in the center. Each of these groups presents programs that celebrate their culture and serve to educate the campus. The offices for the director and assistant director of the multicultural center are located in this area.

Womens' Center

SLP, Room 420
(619) 260-2396
sandiego.edu/womenscenter

The Women's Center empowers women to become leaders in a diverse and changing world. It provides resources and engages women and men in educational dialogue around gender-related issues and serves as an advocate for a safe, supportive campus environment that creates equity among all voices. A private mothers' room is located in the center.

SLP Fifth Level/Rooftop Deck

The Rooftop Deck is a "green roof" filled with plantings that require minimal irrigation. Accommodating 200 people, it serves as a wonderful area for receptions and events.

Campus Recreation

The Recreation Center offers members of the university community many opportunities to use their leisure time constructively and to complement USD's academic experience. Students are encouraged to use the facilities of the Sports Center at the east end of campus. Facilities include a heated swimming pool, a six-basket gym, two indoor volleyball courts, four tennis courts, and exercise rooms. Other on-campus facilities include the Jenny Craig Pavilion Fitness Center, Mission Café Fitness Center, Manchester multi-use field, softball field, soccer/multi-use field by the Mission Crossroads. In addition, sailing, water-skiing, and surfing facilities and equipment at the Mission Bay Aquatic Center are available on a fee basis for use by the USD community.

Students may also participate in the many recreation classes offered by the Campus Recreation department. Some of the classes include: golf, scuba, martial arts, yoga, volleyball, tennis, swimming, fitness, and many additional leisure activity courses. In addition, students are encouraged to sign up as free agents or organize teams to participate in the more than 20 intramural leagues. Other leisure programs available throughout the year include a swim training program, massage therapy, injury rehabilitation, and Fit and Active. Fit and Active is a flexible program which enables participants to take an unlimited number of fitness classes per week on an exclusive drop-in schedule for one low fee. For additional information, contact the Campus Recreation Office at (619) 260-4533.

Intramural Sports

With a full schedule of men's, women's, co-recreational teams, and individual sports activities, the intramural program offers every student, faculty, and staff member the opportunity to participate in competitive as well as recreational sports. Activities include softball, football, basketball, floor hockey, bowling, tennis, soccer, golf, running events, volleyball, dodge ball, table tennis, and inner tube water polo.

Sports Clubs

Sports clubs are student-registered organizations, which are administered through the Campus Recreation department. Some of the competitive clubs include: men's and women's lacrosse, men's and women's rugby, men's and women's soccer, men's and women's volleyball, equestrian team, surf team, men's and women's water polo, water ski team, ultimate frisbee team, baseball team, kiteboard club, dancesport, paintball, and roller hockey team. These clubs compete in league and national collegiate club memberships. In addition there are recreation clubs that

include: tango, dance, scuba dive, and the recreation activities club. These clubs may compete in events, however they tend to sponsor recreational activities as their primary function. Individuals can join competitive clubs through the respective club tryout process. For more information on sports clubs go to www.sandiego.edu/campus-recreation.

Community Activities

The Community Activity program brings together many organizations and departments within the university to offer social events and activities that enhance the campus community. Some of the events include Fridays in the Valley, Recreation Raids, Family Weekend golf tournament, Campus Challenge Beach Volleyball, Halloween at the Sports Center and many other fun packed events. These events are marketed through the Campus Recreation office and sign up for these events can be accessed through the Campus Recreation registration page.

Campus Fitness

The Campus Fitness program is part of the university initiative on wellness. The main focus of this program is offered through the Mission Café and Fitness Center and includes offerings and informal usages at the McNamara Fitness Center as well as the Sports Center. Some of the programs include the ever popular Fit and Active program, personal training, credit fitness classes, wellness seminars, and informal usage of the fitness centers.

Dean of Students Area

The Dean of Students Area has the responsibility of creating opportunities that enhance the educational experiences of all students. This is done by providing a wide range of programs and services to enhance the intellectual climate. Beginning with the first day students arrive on campus, The Preceptorial/First Year Experience introduces students to liberal arts education, and the challenges and rewards of academic excellence. Our residential learning program focus on each class year's developmental needs.

The Dean of Students Area is comprised of the following departments and programs: Residential Life, The Center for Student Success, Lead@USD, Student Conduct, Graduate Student Life, Torero Days, Commuter Students, and Transfer Students.

Residential Life

The purpose of the Department of Residential Life is to develop effective communities to enhance and support the mission of the university and facilitate student learning. Resident students can expect to find supportive faculty, students, and staff, along with a variety of resources and

programs, all focused on the university's core values. Residence halls are not only a place to sleep and study, but they also provide an environment in which students are able to experience personal growth and development. Living in our residential communities provides students the opportunity to grow and find meaning through friendships, exploration of ideas, and involvement both on and off campus.

Resident living accommodations house approximately 2,600 undergraduate students. Rooms are available in traditional dormitory style, suite-style living areas, and apartment units. Residence hall staff are present in each living area to serve as a resource for students.

Residence halls will be open for occupancy a few days prior to the first day of classes each semester. Exact dates are stated in the terms and conditions of the Housing and Dining Services Agreement. Each room must be vacated 24 hours after the student's last final examination, or by noon on the day following the last day of final examinations, whichever comes first. The residence halls are closed during Christmas, Intersession, and spring break. The academic year housing contract does not include housing during these vacation periods, except for residents of Manchester Village and the Presidio and University Terrace Apartments, although students may leave personal belongings in their rooms. Students have the option of contracting for housing during Intersession or spring break if they will be involved in academic coursework or employment at USD. Specific terms and conditions regarding student housing are included in the Housing and Dining Services Agreement that is provided to all resident students.

Community Service-Learning

Through service, USD students are engaged to learn in partnership with the community, and make life-long commitments to promote social change and justice. For over 20 years the Center for Community Service-Learning has worked with the San Diego community. From direct service, addressing real needs identified by the community, to advocacy/activism, the center provides students with valuable experiential education opportunities.

CASA (Center for Awareness, Service, and Action) gives any student the opportunity to serve at any time. Located in the Hahn University Center, Room 113, CASA sponsors a wide range of meaningful student-led community service projects.

Through course-based service-learning, students are able to serve and learn in the context of the classroom. The community becomes part of the classroom and students are

able to see and experience first hand what they are learning from their professors.

Many service projects address a variety of social issues which are brought to light and examined by the Social Issues Committee (SIC). Providing learning opportunities through an annual conference with major speakers, team-taught classes, and cultural events, SIC bridges the gap between service and activism.

The Center for Community Service-Learning is located in Maher Hall, Room 218; the telephone number is (619) 260-4798. Hours of operation are Monday through Friday, 8:30 a.m. to 5 p.m.

Athletics

As a member of the National Collegiate Athletic Association (NCAA), the University of San Diego Department of Intercollegiate Athletics maintains a full program of sports for men and women. The university is a member of the West Coast Conference, Pioneer Football League, Western Athletic Conference, Western Intercollegiate Rowing Association, and Pacific Softball Conference. Men's NCAA Division I sports include basketball, baseball, cross country, golf, tennis, soccer, and crew. Football participates in Division I-FCS. Women's Division I sports include basketball, cross country, softball, crew, tennis, swimming, track, volleyball, and soccer.

Athletic Eligibility

Admission to the university does not imply eligibility to compete in intercollegiate athletics, particularly in the case of students transferring from another college or university. Concerns about athletic eligibility should be directed to the appropriate coach or to the Associate Director of Athletics.

Student Services

Bookstore

The USD Bookstore, located in Loma Hall, stocks all required textbooks (new, used and ebooks) and school supplies. In addition, you will find a selection of general books, office and art supplies, USD clothing and USD merchandise, cards, gift items, stationery, bags, and magazines. The Bookstore also carries computer hardware, software, and computer supplies, and offers services such as faxes, ink refill, online orders, special orders and mail orders. All major credit cards are accepted.

Regular Semester Hours:

Monday through Thursday	9 a.m. to 7 p.m.
Friday	9 a.m. to 4 p.m.
Saturday	9 a.m. to 4 p.m.
Sunday	Closed

(Extended hours provided at the beginning of each semester.)

The USD **Bookstore Express Store** carries a wide variety of snack items and other sundries.

Regular Semester Hours:

Monday through Thursday	7:45 a.m. to 7 p.m.
Friday	7:45 a.m. to 4 p.m.
Saturday	9 a.m. to 4 p.m.
Sunday	Closed

(Extended hours provided at the beginning of each semester.) To confirm hours, or if you have any questions, please call (619) 260-4551 or go to www.usdbookstore.com.

Campus Card Services

The Campus Card Services Office (CCSO) is responsible for the administration of the CampusCash pre-paid services plan, the sale of commuter meal plans, distribution of university identification cards, administration of the ONITY door lock system, and the Student Telephone system, including distribution of "Personal Billing Numbers" (PBN).

USD departments utilizing the services of the CCSO include:

- All Dining Services facilities
- Academic Computing
- Athletic Center
- Bookstore
- Cardiff Coffee
- Career Services
- Copley Library
- Housing and Residential Life (Door Access)
- Jenny Craig Pavilion
- Mail Center
- Outdoor Adventure
- School of Business Administration (Door Access)
- Student Health Center
- Ticket Booth

Additional off-campus vendors include:

- Domino's Pizza (off-campus)
- Optometric Express
- Ryan's Café
- Olive Cafe

Additional services and departments will continue to be added in the future.

VISA, MasterCard, American Express, Discover, and CampusCash are accepted for your convenience.

The CCSO is located in the University Center, Room 127, downstairs in the lower northwest corner. The office is open Monday through Friday. For hours of operation go to www.sandiego.edu/campuscard. For more information or to contact them, call (619) 260-5999 or e-mail campuscard@sandiego.edu.

Career Services

Career Services promotes the professional development of students and alumni. Emphasizing a personal approach to career planning, the staff offers a broad range of resources and services. Counselors conduct frequent workshops on resume writing and interviewing skills, as well as targeted sessions for clubs and classes. They also provide individual assistance with career decision making, job search strategies, and graduate school planning.

Career Services collaborates with alumni, academic departments, and student organizations to host annual events such as the Internship Fair Fall semester, the Graduate School Fair Fall semester, the Career Expo Spring semester, and the Majors Fair Spring semester. The office also coordinates employer presentations, on-campus interviewing, a resource library, and a career planning website with job and internship listings.

Located in Hughes Administration Center, Room 110, Career Services is open Monday through Friday from 8:30 a.m. to 5 p.m., with extended hours on Wednesday until 6 p.m. For more information, go to www.sandiego.edu/careers, e-mail careers@sandiego.edu, or contact the office at (619) 260-4654.

Dining Services

USD's award-winning Dining Services is committed to enhancing our guest's experience through outstanding food and services, culinary excellence, customer feedback and campus social responsibility. Our dining locations provide much more than sustenance — we provide a place where students gather to study, socialize and interact. We believe that "breaking bread together" is a unique aspect of dining on campus that fosters community and enriches one's USD experience.

Dining Services, a self-operated auxiliary, also includes: Banquets and Catering (the university's exclusive caterer); campus vending; and athletic concessions.

For additional information on meal plans, job opportunities, contact information and more, go to www.sandiego.edu/dining.

Mail Center

The Mail Center is located on the eastern end of the ground floor of Loma Hall. Mail boxes are provided in the lobby area for students who reside in Maher, Camino, and Founders Halls, Mission Crossroads, and the Alcalá Vistas. Manchester Village residents have mailboxes located down the hall from the lobby in Building II. When available, non-resident students may rent mailboxes in Loma Hall at a cost of \$20 per semester.

Service window hours are 8 a.m. to 4:30 p.m., Monday through Thursday; and 8:30 a.m. to 4:30 p.m. on Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available.

University Copy and Graphics

USD's full-service copy shop is located behind Maher Hall — right around the corner from Aromas coffeehouse. Output services include printing from digital files, B/W and full color photocopying on a wide variety of paper stock. We now offer large format poster printing. Graphic services include design and layout. Bindery services include coil, tape and comb binding, cutting, folding, perforating, padding, collating, stapling, laminating, and shrink wrapping. Notary services are also available by appointment.

All of our current copier papers are recycled or FSC-Certified and rain forest alliance approved. Our department also works with printing companies that have been certified by the Forest Stewardship Council, use soy-based inks rather than inks made with petroleum and, in some cases, even use wind power.

The University Copy and Graphics is open Monday through Friday, 8 a.m. to 5 p.m.; phone: (619) 260-4890; fax: (619) 260-2316; copy@sandiego.edu; www.sandiego.edu/copy

Student Wellness

The University of San Diego places great importance on providing students with the support services necessary to help them maximize their educational experience, and to challenge them to develop knowledge, values, and skills to enrich their lives. The wellness units (Center for Health and Wellness Promotion, the Counseling Center, Disability Services, and the Student Health Center) seek to support student academic success and personal development by providing a comprehensive and integrated range of wellness services.

If you or someone you care about is in need of assistance, or could benefit from our services, go to www.sandiego.edu/wellness/ for more information on how to access services, or call us to discuss your concerns. All of the wellness services

are confidential and available to enrolled students free of charge.

Center for Health and Wellness Promotion (CHWP)

Hahn University Center, Room 161
(619) 260-4618
sandiego.edu/chwp

The Center for Health and Wellness Promotion (CHWP) serves the USD student community through educational opportunities, prevention campaigns, campus-wide programs, assessment initiatives and individualized interventions. CHWP empowers students to make healthy choices and create a university climate conducive to the overall success and well-being of the individual student and campus community.

Individual consultations and assessments leading to personalized recommendations and support are available on a variety of wellness matters (e.g., problematic drinking, smoking cessation, nutrition). Group services provide opportunities for students to obtain important wellness information, seek support from peers, and enhance one's ability to make healthy choices. CHWP also provides 12-step support services for students seeking to address substance dependence.

A variety of student leadership opportunities are available through CHWP. Peer education groups serve the USD community by sponsoring education and outreach activities to promote healthy choices. Peer education efforts are focused on raising awareness of wellness issues affecting today's college student. Peer outreach programs address sexual assault and the risks associated with problematic drinking, substance abuse and other related health behaviors and concerns.

CHWP provides students access to Web-based assessment tools which provide personalized information to students about risks associated with their individual health and wellness behaviors.

CHWP sponsors College Cab, a safe ride program which is funded through USD Associated Students. This program provides a safe ride to students who find themselves in any situation that places them at risk (i.e., being stranded for any reason, car trouble, wanting to leave an uncomfortable situation). For further details and regulations please go to the CHWP website.

CHWP Hours and Staffing: To schedule an individual appointment, workshop, or training, or for additional information about our programs and services, please call (619) 260-4618 or stop by our office in Hahn University Center, Room 161.

Counseling Center

Serra Hall, Suite 300
(619) 260-4655
sandiego.edu/usdcc

During their time at the university students navigate significant personal developments which can be intellectually, socially, and emotionally taxing. Consistent with the university's mission of holistic education, the University of San Diego Counseling Center (USDCC) engages in a broad range of services designed to support the personal and academic development of students. Professional psychologists, psychologists-in-training, and a consulting psychiatrist employ brief treatment modalities to address students' emotional and psychological needs as students work to realize their academic potential.

Counseling Services: Many students experience difficulties as they adjust to university life; stress, loneliness, anxiety, depression, body image concerns, and relationship issues are common. Currently enrolled students may receive an assessment with recommendations for appropriate treatment and services. Depending on student needs and counselor availability, recommendations may include services provided by USDCC, services provided by other professionals on campus, or services provided by psychiatrists, drug/alcohol abuse specialists, psychologists, nutritionists, or other professionals in the community. USDCC services are offered at no cost to students, and may include individual or group counseling and psychiatric consultations.

Prevention and Education: The USDCC also stresses the importance of preventive educational interventions. In coordination with the Center for Health and Wellness Promotion, USDCC staff provides interactive presentations, workshops, and other forms of educational outreach to students, parents, staff, and faculty. These programs help maintain a campus climate that supports the optimal functioning of the diverse student population.

Psychological Consultation: Counselors are available to students, parents, staff, and faculty for consultation on mental health issues. These consultations can occur by telephone or in person, and can address any number of concerns, but often serve to help members of the campus community determine whether and how to make a referral to the USDCC.

Academic Consultation: Academic consultation is available to all students desiring to improve their academic performance. Counselors provide a variety of assessments and recommendations, including academic counseling, screenings for possible learning disabilities (coordinated through Disability Services), personal counseling, and

referrals for tutoring or peer academic support services. Help with test-taking strategies, time management, stress management, and other coping skills are available as well. Students on academic probation are particularly encouraged to use these services.

Hours and Staffing: The Counseling Center is located in Serra Hall, Suite 300. The hours of operation are Monday through Friday, 8:30 a.m. to 5 p.m.; with extended hours on Wednesdays until 6 p.m. whenever classes are in session. Walk-in hours are from 11 a.m. to 3 p.m., Mondays through Fridays, with extended walk-in hours on Wednesdays until 5 p.m. whenever classes are in session. The Counseling Center can be reached at (619) 260-4655. For after-hour emergencies, the counselor on-call can be reached by calling the Department of Public Safety at (619) 260-2222.

Disability Services

Serra Hall, Room 300
(619) 260-4655
sandiego.edu/disability

Disability Services at USD provides specialized resources and services to enrolled students with documented disabilities. These services include academic accommodations, disability management counseling and coordinating with other departments (e.g., housing, parking, public safety) to provide assistance.

To receive support from Disability Services, students must first contact our office and submit valid documentation. For each type of disability, there are specific requirements that must be met for documentation to be considered valid. These requirements are described on our Web page.

Once the disability has been verified by Disability Services, each request and/or recommendation for an accommodation is examined on a case-by-case basis and is implemented with consideration of the student's present needs, supporting documentation and the core requirements of each class. It is the goal of Disability Services to promote maximum student independence.

Our office also offers consultation to students with temporary disabilities (e.g., physical injuries such as broken limbs, etc.) and to students who have health-related dietary restrictions.

Students who intend to request services are encouraged to contact our office (619) 260-4655 as soon as possible to discuss documentation and any other issues.

Student Health Insurance

USD provides options for domestic students to purchase health insurance coverage or supplement an existing plan. For information about USD's Student Health Insurance Plan go to www.sandiego.edu/healthcenter/insurance.

Health insurance is mandatory for all international students. For more information on how to enroll in USD's health care plan to meet the needs of international students contact the Office of International Students and Scholars in Serra Hall, Room 315 or (619) 260-4598.

Student Health Center (SHC)

Camino Hall, Room 161
(619) 260-4595
www.sandiego.edu/healthcenter

The Student Health Center is designed to provide outpatient care for registered students. High-quality treatment for acute illness, injuries, and existing medical problems is available. The SHC doctors, nurse practitioners and physician assistants are trained in: general preventive medicine, family medicine, and pediatrics/adolescent medicine. Office visits are available without charge. Severe illnesses and injuries are beyond the scope of the Student Health Center. The university is not responsible for the provision or cost of medical care rendered off campus.

Medications, Laboratory, and X-ray Services: SHC providers are able to write prescriptions for medicines that can be filled at outside pharmacies, or students can purchase a wide range of generic prescription and over-the counter medications (such as antibiotics, allergy medicines, acne medications, etc.) at the SHC for low cost. Students who choose to purchase medications from the SHC should be prepared to pay at time of service with Campus Cash, checks or cash. Credit cards (MasterCard or Visa) are accepted with a \$0.50 service fee. Health insurance cards are not accepted. Most diagnostic laboratory tests are also available at the SHC for a minimal fee, but payments for such services follows the same guidelines as for medications. There are no X-ray facilities on campus, but students can be sent to nearby facilities for needed studies. Students are encouraged to use their insurance benefits (when possible) to pay for these off-campus tests.

Preventive Care: The SHC also offers preventive care, such as well-woman visits, physicals, and immunizations. Referrals can be made to the on-campus health educator to work one-on-one with students who request assistance in developing health eating and physical activity habits and quitting smoking.

The SHC staff monitors all incoming freshmen, transfer and residential students' immunization forms to insure USD

immunization requirements are met and blocks class registration for non-compliance. The Health Center can perform testing to determine immunity for the diseases for the required immunizations if a student has no records, or can administer vaccines, for a fee, for any missing immunization.

Hours and Staffing: The SHC hours are: 8:30 a.m. to 4:30 p.m., Monday, Tuesday, Thursday and Friday; 8:30 a.m. to 6:30 p.m. Wednesday (closed 11 a.m. to 1:30 p.m.). The Health Center is staffed with medical assistants, registered nurses, nurse practitioners, physician assistants, and physicians. For urgent medical questions that occur when the Health Center is closed, an on-call provider may be paged by contacting the Department of Public Safety at (619) 260-2222.

Emergency first aid is available through the Department of Public Safety, (619) 260-2222, 24 hours a day, seven days a week.

First Year Experience

sandiego.edu/fye/

The University of San Diego's First Year Experience (FYE) strives to build a community of engaged student learners who value academic excellence, intellectual, personal and spiritual development, inclusion, ethical conduct, and compassionate service. It integrates two core components: the preceptorial program and the residential life living and learning environment.

The first year of college at USD begins at the point of an undergraduate student's admission to USD and concludes at the beginning of the following academic year. The university assigns a high priority to a student's first year of college because the first year establishes an essential foundation for a successful educational and developmental experience. During the first year, students learn about the university's mission, core values and expectations. As a result, students begin to practice the habits and skills of higher learning, thus helping shape the academic and social climate on campus.

First Year Experience Program Goals

The objectives of the First Year Experience at USD are:

- introduce students to the core curriculum as the foundation of USD's liberal arts undergraduate education
- assist students' transition to college life by informing them about multiple resources available to them
- introduce students to the mission and core values that form the identity of USD as a Catholic university

- encourage students to think about and begin to develop values for living with diversity and adopting a healthy lifestyle.

The objectives will be accomplished by the following activities:

- Torero Days Orientation Program
- Preceptorial Program
- Residential Life
- Fall Semester Workshop Series & Online Resources

Possible range of additional opportunities in the first year: Residential Learning Communities, Emerging Leaders course, Student Learning and Development Transcript, Community Service activity, Student Organization/ Recreation involvement, USD cultural events, USD sporting events.

First Year Experience Program Descriptions

Torero Days Orientation Program

The days before classes begin are designed to introduce students to the university and fellow students. A number of activities and experiences are facilitated by student leaders and faculty that will help new students become more comfortable in their new living environment, better understand the demands and expectations of college life at USD, and begin to connect with fellow students, faculty and staff.

Preceptorial Program

The preceptorial program is one of the two core components of USD's First Year Experience. The program involves faculty advisors for incoming freshmen in a small class called the preceptorial. The content of the preceptorial course depends on the course title and description. All preceptorial courses fulfill a core curriculum requirement and count toward graduation.

Preceptorial Assistant

As part of each preceptorial course, there will be a "preceptorial assistant (PA)." The PA is a successful continuing USD student who serves as a liaison to the faculty member, mentor to new students, and general resource for USD. Preceptorial assistants also plan and implement outside of class activities to assist students with the transition to college.

Residential Life

Residential Life is one of the two core components of USD's First Year Experience. All freshmen are required to live on campus during the first year. First Year Experience Resident Assistants (FYE RA's) work with residents on their halls to establish a respectful and inclusive community. The residential living and learning experience at USD seeks to establish a strong academic community that supports

student learning outside the classroom. All students in first year halls will meet individually with their FYE RA's, who serve as mentors and resources for university services, activities, and programs.

Fall Semester Workshop Series

A series of workshops are offered during the fall semester designed specifically to assist students with the transition to college. New USD freshmen will have the opportunity to attend workshops of their choosing during their first semester in college. Workshop topics cover a broad range of issues that new freshmen are likely to encounter, including faculty expectations, time management, study skills, choosing a major, and health and safety at college.

Online Resources

Online Resources is a web-based complement to the workshop series and consists of a variety of short articles created by USD faculty, students and staff designed to help USD students fulfill their individual goals and achieve academic and personal success at the university.

Academic Resources

The university provides modern and comfortable classrooms, fully-equipped science laboratories, a language laboratory, libraries, and academic computing facilities for student use.

Writing Center

The Jack and Helene Drown Writing Center, administered by the Department of English, offers help to USD students from all disciplines and class levels. The Writing Center is staffed by trained, faculty-recommended peer tutors. Students and tutors work one-on-one in relaxed but structured sessions. The tutoring hour may address any step in the writing process, including understanding a text, brainstorming, expanding or refining ideas, and organizing the work. Writing references and computers are available. The Writing Center is located in Founders Hall, Room 190B. Students may make an appointment or call (619) 260-4581. For the current schedule and further information go to www.sandiego.edu/writingcenter/

Logic Center

The Logic Center provides tutoring for students enrolled in logic classes at USD. It is staffed with tutors who have been recommended by their logic instructors and is an informal, drop-in center for students who need extra help in completing their assignments or preparing for their exams. The Logic Center is located in Founders Hall, Room 160. For up-to-date information about the Logic Center and the work schedules of the student tutors go to www.sandiego.edu/phil/logiccenter.php

Mathematics Center

The Mathematics Center provides peer tutoring to students in their lower-level mathematics courses. The goal of the Mathematics Center is to provide short-term assistance while helping students become independent learners. The Mathematics Center is located in Serra Hall, Room 310, and is available to USD students on a walk-in basis. Our tutors are selected through recommendations by faculty members. Although the tutors have been asked to give priority to students in lower-level classes, those tutors with advanced training will help with other mathematics questions whenever they have time to do so. Information about the Mathematics Center, including its schedule, is available through the Mathematics and Computer Science Department website at www.sandiego.edu/cas/math-cs/.

Information Resources

Copley Library

The Helen K. and James S. Copley Library, located on the west end of the campus, houses over 500,000 books and bound periodicals and includes subscriptions to 2,500 journals as well as collections of reference works, government documents, pamphlets, newspapers in many languages, and rare books. It also houses the university's media software collection, including video and audio tapes, DVDs, and CDs.

Nine library faculty and additional professional and support staff and student workers make the collections available to the university community. A library computer system, SALLY, offers access to all of the library's book, journal, and media collections, as well as the collections of the Legal Research Center.

Copley Library is open over 110 hours each week and its resources are organized in accessible, open stacks. Library faculty provide extensive reference service and spend time working individually with students as they complete assignments and prepare papers, speeches, and research reports of all kinds.

The libraries at USD are members of The San Diego Library Circuit Consortium, which maintains a database linking four university libraries and the San Diego County Library. Through this consortium USD students and faculty can easily access library materials from other campuses. A delivery system enables timely movement of materials from one campus to another.

In addition to its own collection and The Library Circuit, Copley Library has Internet connections with academic and large public libraries throughout the world and with major bibliographic and information databases, and makes this

information available through the Web both inside the library and also to the dorms, offices, and homes of USD students and faculty.

Computers, photocopy machines, microform reader/printers, and media hardware are available for student use. Study spaces are available for over 600 students and include group study areas, quiet carrels, and pleasant reading rooms furnished with antiques and contemporary art.

Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, houses more than 536,000 volumes and volume equivalents of legal materials, including judicial, statutory, and administrative sources and an assortment of secondary materials on Anglo-American, foreign, and international law. Special concentrations include taxation, European Union, jurisprudence, Supreme Court history, human rights, and Mexican law. A full array of electronic resources is accessible through the online catalog. The library is a federal and state government depository. The Legal Research Center is a partner in The San Diego Circuit library consortium, which provides access to the research collections of other San Diego libraries.

The law library is normally open 112 hours a week, and reference librarians are normally available 70 hours a week. The collection is maintained to support the study and research of students and faculty of the School of Law and is available to any member of the USD community needing to conduct legal research.

Academic Technology Services

Academic Technology Services is a division of Information Technology Services (ITS) with a broad range of responsibilities providing support and services to faculty, staff and students across the university campus. ATS works closely with other divisions of ITS to bring you a stable and reliable service in support of teaching, learning and research.

Within ATS are five distinct units designed to provide specific support and services to our community. Desktop Support Services offers 24/7 Help Desk assistance for hardware and supported software questions and computing issues (ext. 7900, help@sandiego.edu). Computing Labs (ext. 2765) across campus offer Windows, Macintosh and Linux computers for both student and instructional needs. The Instructional Support and Training team is dedicated to supporting faculty with the adoption and implementation of

technology in teaching and learning, USD's online course management system, emerging technologies, podcasting services, and training workshops (ext. 7400, iteam@sandiego.edu). Instructional Media Services (IMS, ext. 4567, IMS@sandiego.edu) provides a full range of classroom media, video and graphics support, and the circulation desk has a wide variety of equipment that can be checked out. IMS also supports Video Teleconferencing facilities that are now available across campus. The Web services team (ext. 7600, websupport@sandiego.edu) assists with the development of the USD website and offers courses toward learning how to maintain and enhance both personal and departmental websites. To learn more about the technology and resources available, go to www.sandiego.edu/ats.

Instructional Media Services

Instructional Media Services (IMS) is comprised of media production, digital graphic design and multimedia Lab, Repair and Installation, and Media Equipment checkout. The department is located on the ground floor of Maher Hall, Room 186. Hours of operation are Monday through Friday from 8 a.m. to 5 p.m. Please call (619) 260-4567 for information.

We provide a wide range of resources including equipment lending, digital graphic services, audio/video/multimedia production, media duplication, video/multimedia workstations, technical assistance, classroom support, consultation/installation services and limited multimedia related software training. IMS can provide support for graphics design, video production, digitizing, and other related services for your Web-based activities in consultation with Academic Technology Services.

Centers and Institutes

School of Business Administration Centers and Institutes

For centers and institutes within the School of Business Administration, see page 224. These include:

- Accountancy Institute
- John Ahlers Center for International Business
- Burnham-Moores Center for Real Estate
- Responsible Enterprise Initiative
- Supply Chain Management Institute

School of Leadership and Education Sciences Centers and Institutes

For centers and institutes within the School of Leadership and Education Sciences, please contact the school. These include:

- Autism Institute
- Center for Education Policy and Law (CEPAL)
- Center for Student Support Systems (CS3)
- Character Development Center (CDC)
- Community College Leadership Academy (CCLA)
- Compass Family Center
- Educational Leadership Development Academy (ELDA)
- Institute for Nonprofit Education and Research
- Leadership Institute
- Manchester Family Child Development Center (MFCDC)
- SOLES Global Center

Center for Christian Spirituality

The USD Center for Christian Spirituality (CCS) fosters the exploration and the development of Christian spirituality in dialogue with other spiritual traditions in four areas: personal enrichment, professional life, academic life, and social justice. Center activities include:

- workshops and seminars in spirituality and professional life
- courses in spirituality and spiritual direction preparation
- collaborative initiatives in social justice both within and outside the USD community.

Open to all. Student participation is welcome. For information, contact the Center for Christian Spirituality, Maher Hall, Room 280, or (619) 260-4784.

Center for Educational Excellence

The Center for Educational Excellence (CEE) was established to help faculty in all phases of their pedagogical development from the time they first arrive at USD through their Emeriti years. It is a campus-wide center that offers programming and consultation to faculty on learning, teaching and assessment. CEE facilitates collaboration among curricular programs and student services, and partners with a variety of campus resources, such as the Center for Community Service-Learning, the International Center, and Academic Technology Services. CEE is committed to assisting faculty in promoting the institution's core values of academic excellence, knowledge, community, ethical conduct, and service. Faculty can choose from a complete schedule of programs, events, and workshops sponsored by the CEE annually. CEE is staffed by the director, the assistant director, support staff, and the Faculty Advisory Committee of academic and administrative representatives. For current information on

programs and events and for online registration, go to www.sandiego.edu/cee or call (619) 260-7402.

English Language Academy

The USD Division of Continuing Education, English Language Academy (ELA) offers an intensive English language proficiency and cross-cultural program.

The ELA courses for undergraduate or graduate students include language skills for academic and professional purposes. The program offers academic preparation, instruction in beginning, intermediate, and advanced language proficiency levels, and TOEFL preparation courses. It is a year-round program with small class sizes and a cultural component.

Students will be tested and placed in courses appropriate to their skill level, needs, and goals.

For more information, contact the English Language Academy at (619) 260-8887.

Institute of College Initiatives

The University of San Diego's Institute of College Initiatives (ICI) introduces local, national, and international communities – students and their families – to USD, and provides services to assist achievement. Three year-round TRiO programs are funded by the U.S. Department of Education: Upward Bound, Student Support Services, and McNair Scholars (see below). Like these year-round TRiO programs, ICI seasonal programs also collaborate with local educational institutions. They include Expanding Your Horizons (science, math and technology conference for 6th-10th grade girls), a U.S. Department of State-funded Afghan and American PreCollege Institute (for high school students in both nations), Botball, and Global Leadership Connection (for high school juniors). Finally, the Institute provides liaison to scholars, programs, and projects of Rotary International District 5340 of San Diego and Imperial Counties, including the USD Rotaract Club.

USD TRiO McNair Scholars

The Ronald E. McNair Post-Baccalaureate Achievement Program (USD TRiO McNair Scholars) prepares undergraduate students for doctoral study through research and scholarly activities. It is comprised of 25 high-achieving and self-motivated USD undergraduates majoring in science, computer science, mathematics, engineering, education, and/or most social sciences. They participate in graduate school preparation, research with faculty mentors, summer research internships (with up to a \$2800 research stipend possible), and professional academic conferences.

Research is at the heart of the USD McNair Scholar. Participants are partnered with faculty mentors in their

disciplines and formulate a research plan. In summer, Scholars receive stipends to support their research projects. USD McNair further supports the publication and presentation of participants' results in journals and professional conferences.

USD McNair provides opportunities for its Scholars to visit graduate schools and prepare for the graduate school application process. Scholars receive individual tutoring and academic counseling to ensure success. Assistance in preparing for the Graduate Record Examination (GRE) and in securing admission to and financial assistance for enrollment in graduate programs is also provided. Finally, to aid Scholars in all these pursuits, each USD McNair Scholar receives the loan of a laptop computer and instructional technology training as necessary.

Dr. Ron McNair, physicist and astronaut, dared to dream. An African-American growing up in a poor community in the South, he encountered discrimination early in his youth. Still he pursued his goal of becoming a scientist, achieving a PhD in laser physics from MIT. Selected by NASA for the space shuttle program, he was a mission specialist aboard Challenger. After his death in its explosion, Congress funded this program in his memory, to prepare undergraduates from low-income and/or first generation to college backgrounds to pursue their dreams of graduate study.

USD TRiO Student Support Services

USD TRiO Student Support Services (SSS) serves 160 eligible enrolled USD undergraduates from low-income and/or first generation to college backgrounds, and/or those who have documented disabilities. USD SSS strengthens its participants' abilities through study skills, tutoring, and mentoring; academic, financial, and/or personal counseling; leadership training, special services for students with limited English proficiency, and SSS grant aid to eligible participants. USD SSS provides services to retain and graduate students, helping them to begin careers and pursue graduate education by assisting them in admission and financial aid for graduate and professional programs. Admitted first year and transfer SSS students transition to USD SSS during a one-week Summer Bridge program prior to Torero Week. Services are provided in the academic year and summer through the senior year. SSS encourages a USD climate that nurtures success for all.

USD TRiO Upward Bound

USD's TRiO Upward Bound creates intensive and nutritive services to meet the "success beyond high school" needs of 75 eligible low-income, first-generation to college students from Kearny High School in Linda Vista. Upward Bound

sponsors year-round activities with UB staff, faculty, students, and alumni, empowering and enhancing the abilities of student participants and their families to achieve postsecondary education through individualized academic assessment, college preparatory coursework, advising, counseling, tutoring, mentoring, educational field trips, SAT preparation, college admissions and financial aid guidance, and a five-week summer residential academic program on USD's campus.

Joan B. Kroc Institute for Peace & Justice

Fostering Peace, Cultivating Justice, Creating a Safer World

The Joan B. Kroc Institute for Peace & Justice (IPJ) identifies, employs and disseminates best practices in peacebuilding, using work on the ground to develop effective strategies and techniques. As part of the Joan B. Kroc School of Peace Studies, the IPJ works in the field and on the USD campus to promote dialogue across political, ethnic, gender, religious and socio-economic divides and to encourage inclusive approaches to conflict prevention, conflict resolution, and post-conflict reconciliation and justice.

Institute conferences and lectures on critical issues such as conflict prevention, human security, transitional justice, and international human rights law serve as a global resource for the rapidly developing field of peacebuilding and for USD students.

International Peacebuilding Programs

Addressing the root causes of violent conflict can clear paths to sustainable peace. The IPJ's international peacebuilding initiatives, which vary depending on the country context and needs of local partners, bring multiple levels and groups in societies together to end conflicts and break recurring cycles of violence.

The IPJ has worked in Nepal since 2001, during its transition from armed conflict and monarchy to peace and multi-party democracy. Programs have ranged from negotiation training for political party leadership, military officers and policymakers to workshops with civil society, marginalized groups, journalists and victims of human rights abuses.

In West Africa, the IPJ is working with local human rights groups to strengthen their ability to pressure government for reform and accountability.

And in Guatemala, the IPJ is working to address continuing impediments to human rights, access to justice and political participation necessary for a just peace.

Women PeaceMakers Program

Research has shown that the inclusion of women in peace processes leads to more sustainable and just post-conflict societies. Since 2003, the IPJ's Women PeaceMakers Program has been documenting the lives and work of women on the frontlines of peacebuilding around the world. Each year, four exceptional women peacebuilders come to the IPJ for an eight-week residency. The creative solutions they develop in conflict situations are captured in narratives and film. The PeaceMakers also interact with students and the community.

To advance collaboration among international scholars and practitioners on issues of human security and peacebuilding, the Women PeaceMakers Program includes annual conferences, such as a global court of accountability for conflict-related gender crimes.

WorldLink – Connecting Youth to Global Affairs

Today's youth are tomorrow's peacebuilders. The IPJ therefore offers a year-round student-led program for young people to engage with leaders and experts on global issues. Emphasizing active participation through forums, class presentations and internships, middle and high school students explore potential solutions to challenging issues like poverty, global warming and causes of conflict.

The program's keystone event, the annual WorldLink Youth Town Meeting, brings together more than 700 student delegates from Mexico and the U.S., along with exchange students from around the world. As a result of their exposure to global issues and policy makers inspires many delegates to work for positive social change.

To learn more about the IPJ at USD, go to www.sandiego.edu/peacestudies/ipj/

Manchester Family Child Development Center

The primary goal of the Manchester Family Child Development Center is to offer a safe and enriching environment in which children can grow and learn. It offers a rich, stimulating setting that is warm and supportive of each child's individual learning pace.

Affiliated with USD's School of Leadership and Education Sciences, the center serves as a practicum and research site for members of the university community. The center accepts all children between the ages of 2-1/2 and 5 years, with the availability of both full- and part-time enrollment options. Each class of 12-14 mixed-age children is staffed by two full time teachers.

The Center operates from 7:15 a.m. to 5:45 p.m., Monday through Friday, 48 weeks per year. Volunteers are welcome

and encouraged to inquire. For additional information, including current tuition rates, please contact the center at (619) 260-4620 or go to www.sandiego.edu/mfcdc.

Trans-Border Institute

The mission of the Trans-Border Institute (TBI), founded in 1994, is:

- to help the United States-Mexico border community in ways consistent with the nature and mission of the university
- to position the University of San Diego in the United States-Mexico border community
- to address multinational characteristics and to help stimulate exploration of the concepts and contexts of border within the curricular, research, and service modes of activity of the university

to serve as a vehicle for communication, dialogue, exchange, and collaboration in order to break down the barriers between peoples, with special attention to the United States-Mexico border region.

In order to accomplish these goals, the Trans-Border Institute will provide the students and faculty of the university, as well as the people of the United States-Mexico border community within which the university is located, information, contacts, and opportunities for study, research, internships, academic exchange, partnerships, and service learning.

The Trans-Border Institute is organized to encourage participation of students, faculty, staff, projects, and the community. The TBI welcomes those who would like to be involved in developing the Institute as it helps develop USD's growing involvement with its surrounding communities on both sides of the border.

TBI's activities include a speaker series, a research grant program for both student and faculty research on border-related issues, a website (go to www.sandiego.edu/tbi), and a newsletter. TBI co-sponsors other programs and activities related to the border and the broader area of Latin America. TBI has ties with the Center for U.S.-Mexican Studies at UCSD, the Institute for Regional Studies of the Californias at SDSU, the Colegio de la Frontera Norte, and other border studies institutes in Europe and Latin America.

Additional Associations and Organizations

The University of San Diego Alumni Association

The mission of the University of San Diego Alumni Association is to create and nurture a lifelong relationship between the university and its alumni. "Engaging alumni on behalf of our students" is the vision statement of the Alumni Association and is realized through a focus on the interaction of alumni and current students. Student involvement in Alumni Association events and programs exposes students to alumni for networking, professional development, mentoring and tradition sharing. In addition, students learn about the important role of alumni in the growth and advancement of their alma mater. The Alumni Association also strives to financially support students through a comprehensive scholarship program (USD Alumni Endowed Scholarship Fund) and annual gifts to support the Universities' top priorities (Alcalá Alumni Fund).

Governed by a volunteer Board of Directors, the USD Alumni Association represents the interests of 51,000+ alumni in all 50 states and around the world and manages the strategic direction of the Association. Some of the programs supported by the Alumni Association include Homecoming and Reunions, student scholarships, student and alumni networking events and Alumni Honors. Alumni special interest groups include School of Business Administration Alumni Council, School of Leadership and Education Sciences Alumni Council, Law Alumni, Real Estate Alumni and Alumnae of the Sacred Heart. If you have questions about the USD Alumni Association please contact the office at (619) 260-4819 or go to www.sandiego.edu/alumni/alumnirelations/.

The University of San Diego Parents Association

The Office of Parent Relations coordinates the USD Parents Association. All parents of USD students are members of this organization. The Parents Association is led by a volunteer Board of Directors whose mission is to keep parents informed and involved with the university through various publications and activities. Additionally, the Association is committed to mobilizing parents to offer their talents and abilities, to coordinate financially, and to join other parents, students, and university personnel in helping to create a university environment that develops men and women of integrity who will make a significant contribution to the society in which they live. Volunteer

opportunities for parents are also available in the areas of admissions support, career advising and networking, development, and hosting or staffing regional events. For more information about the Parents Association or the Board of Directors, please contact the Office of Parent Relations at (619) 260-4808.

Ancillary Organizations

Bridges Academy is a continuing education program for those ages 55 and older. Most lectures are given by USD professors on subjects and research in their chosen fields. All lectures are held mid-week on the USD campus. Most attendees of the lectures support the Bridges Endowed Scholarship Fund which awards merit-based scholarships to undergraduate students.

Gold Club is a group committed to the success of the Annual Sports Banquet event. They are recognized for their extraordinary financial support which helps to underwrite the event and provide maximum benefit to all NCAA programs at USD.

The President's Club is USD's annual leadership donor society. In addition to knowing that their gifts are supporting and strengthening the mission of USD, annual donors of \$1,500 or more are invited to enjoy benefits such as invitations to President's Club and other key campus events, and receive special communications from the university.

Puente de Oro is a recognition society established to honor and show gratitude to those who have graciously provided for the future of USD through planned giving.

Torero Athletics Association is an organization committed to the financial support and promotion of athletics at USD. Coordinated through the Athletics Development office, this is accomplished through annual and capital development campaigns, athletics events and communication with membership, prospects and the university community.

University of the Third Age is proud to offer this life-long learning experience for people 55 and wiser for over 30 years. Without any prior academic requirements, participants are given the opportunity to engage in educational workshops, enlightening conferences, experiential field trips and most importantly, make new friends year after year. The program takes place two times per year in University of San Diego's Manchester Conference Center. For more information please call (619) 260-5976 or go to www.sandiego.edu/u3a

Chairs and Professorships

George E. Barrett Professorship in Law & Finance

A professorship that recognizes an outstanding USD law faculty member with a demonstrated interest in protecting investors, consumers, workers, or others from fraud or other abuses of power.

The Ernest W. Hahn Chair of Real Estate Finance

The endowed Hahn Chair of Real Estate Finance was established to honor Ernest W. Hahn, a long time member of the Board of Trustees of USD and its first lay chairman. Mr. Hahn was a major force in real estate development in California and the nation. The purpose of the chair is to provide a focal point for the development of real estate education at USD. This program was made possible by gifts from 250 donors.

Clare Boothe Luce Professorship

The Clare Boothe Luce Professorship was established in the Department of Chemistry and Biochemistry by a grant from The Henry Luce Foundation. The Clare Boothe Luce Professorship is intended to encourage and provide opportunities for the highest caliber women to teach and do research in fields where there have seemingly been obstacles to their advancement. In Fall 2009, Dr. Lauren Benz was hired as the Clare Boothe Luce Assistant Professor.

Herzog Endowed Scholars / Herzog Research Professors

The Herzog Endowed Scholar award recognizes meritorious teaching or scholarly productivity in the area of law. This award grants funding to younger faculty over a one-year duration to be used for professional development, research, or teaching projects. Scholars who establish records of enduring research accomplishments may be designated as permanent Herzog Research Professor of Law. The Herzog Endowment was established by Dorothy A. and Maurice R. Clark in 1995.

Fletcher Jones Chair of Biology

The Fletcher Jones Chair of Biology was established by The Fletcher Jones Foundation to honor its founder who was deeply committed to improving education as the most effective means of improving the quality of life for the American people.

Mary and Churchill Knapp Chair of Liberal Arts

The Mary and Churchill Knapp Chair of Liberal Arts makes possible the annual appointment of a visiting distinguished professor who will contribute to the vitality and centrality

of liberal arts disciplines in the College of Arts and Sciences. Mary and Churchill Knapp of La Jolla, California funded this endowment through a gift to the university.

Lyle L. Jones Professorship in Competition and Innovation

Law The Lyle L. Jones Professorship honors one of the founders of the firm of Sullivan, Jones & Archer, nationally known for its work in antitrust law and civil litigation.

Monsignor John R. Portman Chair in Catholic Systematic Theology

Funded by an anonymous donor, the Msgr. John Raymond Portman Chair in Roman Catholic Theology affirms the identity of USD as a Catholic university by supporting a distinguished scholar in the Department of Theology and Religious Studies. This scholar will engage in teaching, research, and service that advances a disciplined reflection of the dynamic unity of faith and reason in the life and doctrines of the Roman Catholic Church.

Price Chair in Public Interest Law

The Price Chair in Public Interest Law was established in 1990 through the generosity of San Diego philanthropists Sol and Helen Price. The first endowed faculty chair established by the School of Law, the holder of the chair teaches public interest law and directs the Center for Public Interest Law. Professor Robert C. Fellmeth is the first and current Price Chair in Public Interest Law and serves as the Price Professor of Public Interest Law on the law faculty.

Steber Professorships

The Steber Professorships in Theology and Religious Studies and in Business Administration were established through the generosity of the late Clarence L. Steber, K.H.S., member of the board of trustees of the university, 1968-70. Providing a substantial grant in support of a faculty member's professional development, two Steber Professorships are awarded annually. In theology and religious studies, the award is on the basis of peer-reviewed project proposals. Steber Professorships in the School of Business recognize substantial contributions by faculty in the areas of teaching, research, and service.

The DeForest Strunk Chair of Special and Teacher Education

The endowed DeForest Strunk Chair of Special and Teacher Education was established by an anonymous donor to provide a faculty position in the School of Leadership and Education Sciences' Special Education program and Department of Learning and Teaching. Dr. Strunk was a

Director of the then Division of Special Education from 1970 to 1985.

University Professorships

University Professorships are awarded to those who have demonstrated outstanding, balanced, cumulative career contributions supporting the mission and goals of USD.

Warren Distinguished Professor of Law

The Warren Distinguished Professor of Law award is a permanent honor bestowed in recognition of an extensive record of outstanding scholarly productivity. The Warren Family Endowment for Faculty Development was established in 1995-1996 by Mr. and Mrs. Frank Warren, enabling the School of Law to recognize and retain distinguished faculty.

Admission

Admission to USD is based upon evidence of the applicant's fitness to succeed in, benefit from, and contribute to the university community. Consideration is given to past academic performance, test scores, recommendations, a personal essay, and other information the candidate provides on the application for admission.

Admission to Freshman Standing

Admission to freshman standing is based on the following factors:

1. Graduation from secondary school or completion of a General Education Diploma (GED).
2. Performance in secondary school. Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history, and social science). Both the content of the program and the quality of the performance will be considered.
3. Scores on the SAT I or ACT. Students should plan to take this test in their junior year, early in their senior year, or at least nine months prior to their planned university enrollment. For both tests, students are required to take the writing section.
4. Academic recommendation from high school faculty.
5. Personal essay.
6. Evidence of leadership, talent, service, or other qualities which will lead to success and meaningful participation in college and the larger community.

Additional, specific prior preparation is strongly recommended for students planning to pursue a major in

engineering. For further information, see the Engineering section in the School of Business Administration portion of this bulletin.

Advanced Placement (AP) and Credit for Advanced Work

The purpose of advanced placement and credit is to recognize advanced work of quality already accomplished by certain students, to preclude duplication of courses, and to provide increased opportunity for the exceptional student to take elective work in his or her undergraduate program.

Advanced placement college credit may be granted for advanced placement courses taken in secondary schools when such courses are completed with scores of 3, 4, or 5 on appropriate Advanced Placement Tests given by the College Entrance Examination Board. (Higher scores are required on certain tests. Go to www.sandiego.edu/cas/academics/approved_exam_credits.php for a current listing).

Students who have been given the opportunity by their secondary schools to take college courses prior to high school graduation will be given college credit if such courses were taken after the sophomore year.

College-Level Examination Program (CLEP)

College credit may be granted, within certain limitations, for the subject examinations offered through the College-Level Examination Program (CLEP) of the College Entrance Examination Board when satisfactory scores have been earned. Units earned in this manner require extra payment.

International Baccalaureate (IB)

The University of San Diego recognizes the International Baccalaureate (IB) as a rigorous college preparatory program. The university will award credits to students having successfully passed the individual IB higher level examinations with scores of 5 or higher. Satisfaction of specific university requirements by IB credit is decided in consultation with individual departments. Credit is also awarded to students who have successfully passed selected IB SL examinations with scores of 5 or higher. Go to http://www.sandiego.edu/cas/academics/approved_exam_credits.php for a current listing of credits awarded.

Admission to Advanced Standing

The university normally accepts transfer students from other colleges and universities who were admissible to the university as freshmen and present a strong record in their previous college work.

Candidates who were not eligible for admission to the university as freshmen will be considered if they present a balanced academic program of at least 24 semester units of transferable academic work with a strong record.

Students who did not graduate high school or complete the GED, should have successfully completed an A.A. degree before applying.

Students who have left the university without an approved leave of absence should seek readmission through the Office of the Registrar.

Candidates for advanced standing, in addition to the application procedures listed, must present official transcripts of all college work attempted and a letter of recommendation from the previous college.

Transfer credit is officially evaluated by the Office of the Dean of the College of Arts and Sciences following the student's acceptance and submission of the commitment deposit. No official evaluation can be made before that time.

Application Procedure

1. A candidate should obtain the Application for Admission from the Office of Admissions website and return the completed form with the fee of \$55 (non-refundable).
2. A candidate should ask the registrar of his/her high school (and colleges, if any) to send the official transcripts to the university. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
3. Reports of the SAT I, including writing, of the College Entrance Examination Board, and/or ACT with writing results, should be forwarded to the university at the request of the student.
4. The applicant should arrange to have sent directly to the university the recommendation as indicated on the Application for Admission form.
5. When the above data are filed, undergraduate admissions will inform the student of the action taken on the application according to the calendar published on the Undergraduate Admissions website.
6. Early action consideration is available to freshman candidates completing the application before November 15. When appropriate, candidates not selected for early action will be referred to the regular admissions process.
7. Admitted candidates are required to send a commitment deposit before the deadline noted in their letter of acceptance. Commuting students should send a \$300

deposit and resident students should send a \$500 deposit/room reservation fee.

8. The university observes the announced national candidate's reply date. This means that candidates who have been informed of their acceptance to the university are not required to make any non-refundable deposit prior to May 1.

The University of San Diego is a member of the National Association for College Admission Counseling and subscribes to the Statement of Principles of Good Practice of that organization.

Information for International Students

The University of San Diego welcomes international students who can demonstrate their ability to undertake college work successfully in the United States.

Applicants for admission from other countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. All non-English records must be translated into English and certified as accurate by the school, a consulate official, or an official translator. Evaluation of international transcripts often requires several weeks. Students presenting such transcripts are therefore urged to have them forwarded as early as possible.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey 08541. The SAT or ACT with writing is optional for international freshman applicants. The SAT is administered throughout the year worldwide. To obtain SAT registration materials, go to www.collegeboard.com. It is the responsibility of the international student to see that all credentials for admission to the fall semester are received by January 15.

All international students accepted by the university who require a F-1 or J-1 Visa must provide for their financial support from non-university sources. They must submit adequate proof of financial responsibility for all obligations for the full period of time for which they are making application. Accepted resident students should send a tuition deposit/room reservation fee of \$500, and commuting students should send a tuition deposit of \$300 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until receipt of the deposit.

USD is authorized under federal law to enroll non-immigrant alien students. The applicant must be accepted

as a full-time student working toward a degree before he or she is eligible for a Certificate of Eligibility Form I-20. The Form I-20 will be sent to the student after acceptance and upon receipt of an affidavit of support indicating the amount and source(s) of finances.

Veterans Benefits

The University of San Diego welcomes veterans, dependents and members of the U.S. Armed Forces. All eligible veterans, service members and dependents may now apply for benefits online at www.gibill.va.gov/. For more information, contact the USD Veterans Affairs Coordinator at the Registrar's Office, Founders Hall, Room 117.

Yellow Ribbon Program

The University of San Diego is a participant in the Department of Veterans Affairs: Yellow Ribbon GI Education Enhancement Program. This program provides contributions to eligible veterans, spouses and/or children with unmet tuition costs. In addition, the VA will match the USD Yellow Ribbon scholarship funds offered by USD. For additional information regarding application for the program, contact USD's Veterans Affairs Coordinator at the Registrar's Office, Founders Hall, Room 117.

2010-2011 Expenses for Undergraduate Students

All students are expected to become familiar with the financial obligations they incur by registering at the university. The following information provides the essential data; if in doubt, however, go to your MySanDiego portal or make inquiries at the One Stop Services Center, Hahn University Center Room 126, prior to the registration/fee payment date.

The application fee is payable when application is made for admission. It must be paid by all students. (The application fee may be waived where there is evidence of exceptional financial need.)

Application Fee \$55

Tuition 2010 - 2011

1-11.5 units, per unit \$1,275
 12-18 units, per semester \$18,475
 Over 18 units, per additional unit \$1,275
 Auditing is one-half the regular unit tuition charge.

Note: Tuition for 2011 - 2012 has not been determined. It is expected to increase.

Other Fees

Associated Students

12-18 units, per semester	\$90
7-11.5 units, per semester	\$34
3-6.5 units, per semester	\$9
(The AS Fee is optional for students enrolling for fewer than three units.)	

Student Health Services Fee, per year	\$94
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Student Life Pavilion Fee, per semester	
Full-time	\$70
Part-time	\$35

Vista Fees (per semester)	\$4
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Transcripts (each) \$5	
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Deposit 2010 - 2011

Advance tuition deposit for new commuter students (non-refundable)	\$300
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Advance tuition and room deposit for new resident students (non-refundable)	\$500
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Advance room pre-payment for returning resident students	\$250
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(During the spring semester, returning students are able to contract for their upcoming academic year housing. Please contact the Office of Residential Life for additional information concerning application/payment deadlines and refund policies.)

Damage/cleaning deposit for resident students (due at registration)	\$100
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Special Fees 2010 - 2011

Credit by Examination: One-half the regular per unit tuition charge

Competency Exam Fee	\$25
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ID Replacement Fee	\$18
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Returned Check Charge	\$25
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Please refer to Student Accounts website for information on late charges and fees.

Parking Fees

Commuter Permit	\$255
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Motorcycle Permit	\$45
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Resident Permit	\$280
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Note: The parking fees for 2011 - 2012 have not been determined. They are expected to increase.

Note: Transcripts and diploma will not be released to students who have an outstanding balance owing to the university.

Room and Meal Plans 2010-2011

There are several different plans available. Room and meal plans may vary between approximately \$4,800 and \$6,000 per semester depending upon type of accommodations and/or meal plan.

Residents must be currently enrolled full-time students at USD (and making normal progress toward completion of a degree) during the period of occupancy. All unmarried freshman students under 21 years of age not commuting from the home of their parent(s) or legal guardian must live in university housing. Exceptions to these policies will be considered by the Director of Housing, but must be requested by letter and approved prior to the start of the semester (that is, prior to checking into the residence hall or to making permanent plans to live off-campus).

Note: Room and meal plan rates for 2010-2011 have not been determined. They are expected to increase.

Refunds

Tuition Refund Policy

1. Fees and deposits are non-refundable.
2. Tuition is fully or partially refundable only when a student withdraws officially during the published refund withdrawal schedule (see academic calendar, www.sandiego.edu/academiccalendar). An Official Withdrawal Form must be obtained from the Center for Student Success. Informing a course instructor or academic department does not constitute withdrawal from the course or the University.

Refund Schedule

Fees and deposits are non-refundable, except as expressly stated. Tuition is fully or partially refundable only when students officially withdraw by completing and submitting withdrawal forms to the Center for Student Success.

To receive a 100% refund, student must withdraw or drop course(s) by the 8th day of classes for the regular academic semester.

Please refer to the academic calendar through the MySanDiego portal for specific dates and future changes to the "Refund Schedule." Updates to the "Refund Schedule" will be made prior to the first day of semester classes and without written notice (see academic calendar, www.sandiego.edu/academiccalendar/).

A student receiving financial aid should consult the One Stop Student Center for refund policies regarding his or her financial aid funds.

Please note that all refund checks will be issued in the student's name, regardless of who remitted payment (unless the funds were received via Parent/PLUS loan).

Any student who feels that his or her individual case warrants an exception to the Tuition Refund Policy should consult the dean of the appropriate school/college.

Note: The tuition refund policy for Intersession and Summer Sessions is published in the appropriate bulletins. For calendaring reasons, it differs from the above. For details please contact the One Stop Student Center, Hahn University Center, Room 126, (619) 260-2700.

Room and Meal Plan Refund Policy

The room prepayment becomes immediately non-refundable upon submission for all residents regardless of the reason for cancellation.

Cancellations become effective as of the date written notification is received by the Office of Residential Life or the U.S. Post Office postmark date.

Residents who cancel after July 31 shall forfeit the full room prepayment plus be subject to additional pro-rated fees. Details of these fees are available in the housing and dining services terms and conditions.

For the first eight weeks of the contract period for occupancy each semester, the university will adhere to a daily pro-rated schedule of housing fees for contracted residents (whether or not they have checked into a room) who are officially withdrawing from the university during either academic term regardless of reason. No refunds will be made to residents who withdraw after the first eight weeks of a semester. In addition to the pro-rated charges noted, all residents officially withdrawing from the university subsequent to the first day of the contract period for occupancy shall forfeit an amount equal to the room prepayment (plus the late cancellation fees noted in the housing and dining services terms and conditions). The effective date for any housing and dining service refund will be the latest date of either semester when the following requirements are completed: the resident officially submits a withdrawal notice, removes all personal belongings, checks out of his/her room, has the ONITY room access privileges deleted from his/her ID card, and surrenders his/her meal plan.

The refund policy for Intersession and summer sessions is published in the appropriate bulletin.

At the end of the academic year, the damage/cleaning deposit may be refunded in full if no damage/cleaning charges have been charged against it, or in part according to the amount of damage/cleaning charged; it will be

carried over to the next year if the student will return to the residence hall the following September. A student who feels that his or her individual case warrants an exception to this policy should contact the Director of Housing.

Registration / Fee Payment Policy

Class registration is not officially completed until all tuition, room, meal plan charges, and fees are paid, except for those students who have formally enrolled in the university's monthly installment plan described below. Please note that students who have not paid their account in full (or are not current with installment plan payments) on or before the published payment deadline will be subject to the assessment of late charges, cancellation of course enrollment and housing assignment, and the application of holds preventing transcript release and registration privileges. In addition, delinquent student accounts may be referred to an external agency for collection proceedings. Please be advised that the student is solely responsible for any/all collection and legal costs assessed if the services of a collection agency are employed by USD during collection of a debt. Reserved classes and current registration may be canceled by the university if the student does not complete fee payment by the assigned fee payment dates in August and January for the respective fall and spring semesters. (See the academic calendar, page 6 for specific dates.) A late registration fee is charged to all students who do not complete fee payment by the deadline in the academic calendar. Students who have an unpaid account may not register for subsequent semesters; receive grades or transcripts of academic credit, or their diplomas. Accounts paid with a check that is returned by the bank and remains uncollected are not considered paid. Courses added after the published payment deadline must be paid in full at the time of registration.

There is a \$25 service charge for returned checks. A late charge, if applicable, may be assessed to the student account if a check is returned. This fee is in addition to the \$25 service charge. Any benefit derived from, or deadline met by, remitting a check which is later returned by the bank, will become void. If a returned check transaction has been posted to a student account, USD reserves the right to refuse future payment in the form of a personal check from any individual for that student's USD account.

Note: To students on the monthly installment plan: Installment payments must be current throughout the contract life; if not current, the university reserves the right to cancel current and future class reservations and room and meal plan arrangements. If scheduled installment payments are not current by the assigned registration/fee payment days, a late registration fee must be paid.

Registration / Fee Payment Procedure

To complete the official registration process, the following steps are required by the student:

1. Dates, times, and location of class reservation are announced in advance on the USD website each semester.
2. Students may choose to complete the fee payment portion of registration conveniently by paying their student account online on the One Stop Services tab of the MySanDiego portal (my.sandiego.edu). Students may also pay the required tuition, fees, room and meal plan at the One Stop Student Center, Hahn University Center, Room 126. Students enrolled in the university's monthly installment plan should remit their payment online on or before the first of the month.
3. If the student plans to use estimated Financial Aid (including Federal, State and/or USD loans, grants and scholarships to cover his/her balance), the student must defer payment online. Deferring payment is a way for the student to let us know that financial aid has been awarded but it has not posted to his/her student account. There is no fee for properly deferring a student's account balance; however, failure to do so will subject the student to a late registration fee. To complete this process, logon to the MySanDiego portal, click on the 'One Stop Services' tab, locate the 'My Payment Deferment Status' channel and follow the instructions.

Note: Please read the Intersession and Summer Sessions' bulletins for specific information regarding the registration/fee payment procedure for those academic periods.

Payment Plans

Monthly Installment Plan

The Monthly Installment Plan allows for payment in five (per semester) installments covering actual expenses per semester. The five-payment per semester installment plan has a \$50 non-refundable administrative charge each semester which is payable when signing up for the plan.

To establish a payment plan or monthly installment contract: Log into the MySanDiego portal and click on the One Stop Services tab. Under the Student Account channel, click on 'My Online Student Account'. If you are eligible, you will see the installment plan option under the installment payment plans channel. In order to effectively initiate an installment plan contract, you must pay the exact amount indicated in the installment amount due line.

The Monthly Installment Plan operates according to the following guidelines:

1. The student account balance with the university must not be delinquent and prior semester charges must have been paid on a current basis to be considered for the Installment Contract.
2. Payments begin on August 1 for the fall semester plan and on January 1 for the spring semester plan.
3. To enroll in the monthly installment plan, login to the MySanDiego portal and click on the One Stop Services tab. Adjustments are made to monthly installment plan payments as charges and/or credits occur.
4. In the event of a contract default, USD may refuse the student or contract buyer a subsequent installment contract.
5. All payments, which are due on the first of the month throughout the contract life, must be current. If a student's installment plan is not kept current, the university reserves the right to cancel the student's current and future class reservations and room and meal plan arrangements. If installment payments are not current at the time of fall and/or spring semester fee payment/registration deadlines, a late registration fee must be paid.
6. A \$50 processing fee is required upon execution of the monthly installment plan per semester.
7. Tuition, and room and meal plan payments received are refundable in accordance with the university's published refund policy.
8. Installment payments are not available for study abroad programs.

Additional information on payment plans is available from the One Stop Services Center, located in Hahn University Center, room 126 or by phone at (619) 260-2700.

Financial Aid

The primary purpose of the financial aid program at USD is to provide financial assistance to students who, without such aid, would be unable to attend the university. Financial assistance consists of scholarships, grants, loans, and employment.

Primary responsibility for financing an education rests upon the student and the student's family. Financial aid from the university is viewed as a supplement to funds which can be provided by the student, the student's family, and other sources. Students requesting financial assistance may be expected to meet a portion of their educational expenses by accepting employment, loan(s), or both. Because financial aid funds are limited, need is the primary factor in awarding most financial aid. For USD scholarships and grants, consideration is given to the applicant's

academic achievement, character, and potential. Students requesting financial assistance from USD resources must also apply for scholarships and grants funded by their home states for which they may be eligible.

A financial aid package is designed to meet the financial need of each individual student. Each package may consist of funding from one or more programs and can vary depending on established need and/or merit.

Eligibility Requirements

1. The student must be accepted officially by the Office of Undergraduate Admissions to pursue a degree or certificate, and maintain satisfactory academic progress as defined in the *USD Guide to Financial Aid Consumer Information*. The guide is available on the USD Office of Financial Aid website at www.sandiego.edu/financial_aid or in the Office of Financial Aid (OFA).
2. The student must complete the appropriate application(s) – see application procedure below.
3. The student must be a United States citizen or eligible non-citizen.
4. The student must not be in default on any federal loan or owe a refund on any federal grant.
5. Financial aid applicants must be aware that certain financial aid programs are designed to assist students who complete their degree work in a normal four-year period. Those who elect or require additional time may have to rely more heavily on self-help assistance in the form of work and loans.
6. Certain USD funds require full-time enrollment.

Application Procedure

1. Each student must complete the Free Application for Federal Student Aid (FAFSA) available at www.fafsa.ed.gov. Students who do not wish to submit their FAFSA on line can print a blank FAFSA from the FAFSA website or can request a blank copy be mailed to them by calling 1 (800) 4-FEDAID. All students are expected to read and follow the instructions and deadlines in the *Guide to Applying for Financial Aid at USD* available on the OFA website.
2. When required by federal law, and upon request from the Office of Financial Aid, it will be necessary for the student to submit a copy of the parents/student's latest federal income tax return and respond to other requests for information by the Office of Financial Aid.
3. All financial aid applications must be postmarked on or before the priority deadline dates listed in the academic calendar in order to receive priority consideration. Additionally, all follow-up information must be received

by the USD Office of Financial Aid by the deadlines specified on the follow-up requests. Non-priority applicants are considered for any remaining funds and are processed after priority applicants.

4. Students must follow these procedures each year in reapplying for financial aid.

Scholarships and Grants

Merit Awards

The University of San Diego has established the following merit-based scholarship programs for which all freshmen applicants are considered. The Office of Undergraduate Admissions selects merit scholarship recipients. Consideration is given to high academic achievement, test scores, leadership, service, talent, and other personal qualities, irrespective of financial circumstances. These awards may be combined with other forms of university and outside financial aid for students with demonstrated need.

Alcalá Scholars

This award is offered to small number of incoming freshman who have demonstrated academic excellence through their outstanding grades, rigorous curriculum, and high test scores. These four year awards must be applied to university expenses. Renewal is contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

Trustee Scholars

Trustee Scholars are designated in the name of the University of San Diego Trustees. These four-year awards must be applied to university expenses. Renewal is contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

Presidential Scholars

Presidential Scholars are designated in the name of the President of the University of San Diego. These four-year awards must be applied to university expenses. Renewal is contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

Torero Pride Awards

This award is offered to those students who possess a combination of academic achievement and personal qualities that support our Mission and Core Values. These four year awards must be applied to university expenses. Renewal is contingent upon maintenance of the GPA

specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

Diversity "Circle of Excellence" Scholarships

"Circle of Excellence" Scholarships recognize students who possess the unique combination of academic excellence, personal qualities of leadership and perseverance, and the potential to advance the university's goal of creating a diverse and inclusive community. A limited number of "Circle" scholarships are granted each year and are designed to cover the full cost of tuition for up to four years. Renewal of these scholarships is continued upon maintenance of good academic standing, attendance at "Circle" events, and representation of the university in a manner consistent with its mission.

Choral Scholars

Choral scholars are selected on the basis of audition through the Department of Fine Arts. While the amount of the scholarship is determined annually, it typically covers almost half of tuition and is renewable for up to four years for an undergraduate student, subject to a student maintaining a 3.0 GPA, participating in a specific program curriculum, and sustaining involvement in the choral scholars singing group. Students are encouraged to apply for need-based aid before the priority deadline and, if eligible, will receive an offer which coordinates the choral scholarship with other assistance. Students should contact the Department of Fine Arts for further information.

Note: Eligibility for renewal of need-based scholarships is based on the cumulative GPA provided to the Office of Financial Aid by the registrar, calculated through the end of the previous January Intersession.

University of San Diego Scholarships

These scholarships are awarded to both new and continuing full-time students. Awards are generally based on academic factors, the family's financial circumstances, and the student's potential to contribute to the university. Eligible continuing USD students must have documented need, meet the renewal criteria for USD funds, and make satisfactory academic progress.

Scholarships range from several hundred to several thousand dollars, and are renewable each year provided that the student's overall grade point average equals the renewal standard and the student continues to demonstrate financial need.

University of San Diego Grants

These grants are offered to eligible students with documented need. The amounts vary. Academic eligibility is determined by the Office of Undergraduate Admissions. USD grants are renewable if renewal requirements are met.

Bishop Maher Catholic Leadership Scholarships

This program, named for the late Bishop Leo T. Maher, provides annually renewable scholarships to Catholic undergraduate students who have demonstrated leadership in their parish, school, or community. The awards range from \$500 to approximately \$4,000 per year, depending on the financial need, academic performance, and demonstrated leadership of the applicant.

In addition to the regular financial aid application forms described above, a special Bishop Maher Catholic Leadership Scholarship Application, a letter from the applicant, and a letter of recommendation from the student's parish priest are required. Maher scholarship applications are available at the USD website, www.sandiego.edu/financial_aid/forms or upon request from the Office of Financial Aid.

Duchesne Scholarship Program

The University of San Diego, through the School of Leadership and Education Sciences, offers this scholarship for culturally diverse graduate students pursuing a teaching career in public and private elementary and secondary schools. The scholarship program is designed to recognize qualified minority students pursuing a teaching career. The scholarships assist graduate students seeking their teaching credential. USD awards Duchesne Scholarships annually to incoming and continuing students. The amount of the scholarship varies depending on the financial need of the student. Eligible applicants must have a cumulative GPA of at least 3.0. Duchesne Scholarship applications are available upon request from the USD School of Leadership and Education Sciences.

Cal Grants

Each year the State of California awards a number of Cal Grants to assist with tuition and fees to students who are legal residents of the State of California and have demonstrated academic achievement and financial need. The grants can be renewed each year. In 2009-2010 the Cal Grants ranged from \$1,551 to \$11,259.

The University of San Diego advises all students who are legal California residents to apply for this State grant. To be considered, the student must complete the FAFSA, as listed above, and also provide other information as requested (for example, submit GPA Verification Form to the California

Student Aid Commission). The deadline for submitting all the necessary forms is announced each year by the California Student Aid Commission. See deadlines section page 59.

Federal Supplemental Educational Opportunity Grant

This federal program is designated for highly needy undergraduate students with priority given to recipients of Federal Pell Grants (see below). Funding is based on federal allocations and varies each year.

Federal Pell Grant

The Federal Pell Grant Program assists undergraduate students with substantial financial need. The student will receive a Student Aid Report (SAR) from the federal processor which will indicate whether or not the student is eligible for the grant. The maximum 2009-2010 Federal Pell Grant was \$5,350. The maximum amount is determined each year by the federal government.

Federal Academic Competitiveness Grant

An Academic Competitiveness Grant will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study to full-time students who are eligible for a Federal Pell Grant and who have successfully completed a rigorous high school program, as determined by the state and recognized by the Secretary of Education. Second year students must maintain a cumulative grade point average (GPA) of at least 3.0.

National SMART Grant

The National Science and Mathematics Access to Retain Talent Grant, also known as the National SMART Grant is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security. The student must also have maintained a cumulative grade point average (GPA) of at least 3.0 in coursework required for the major and must maintain enrollment in at least one class required for their major.

Bureau of Indian Affairs Grants

Through the Bureau of Indian Affairs (BIA), the federal government provides annual grants to Native American students to encourage them to attend institutions of higher education. Eligibility is dependent upon criteria established by the BIA. Scholastic achievement is considered and must be maintained.

Interested Native American students should contact the area or agency office having records of their tribal membership. That office will provide the necessary application forms. The amount of the award varies and is based on unmet financial need.

Private Scholarships and Grants

The University of San Diego receives donations from private sources to provide scholarships and grants to selected students in the name of the donor. In addition to meeting the USD scholarship criteria, additional qualifications and requirements may be stipulated by the donor.

Current students are automatically considered for any of the scholarships listed below for which they are eligible when they apply for financial aid at USD (see application procedure on page 47). For some scholarships with specific requirements, a USD scholarship questionnaire is used to determine eligibility, and only the students who complete the questionnaire will be considered for those scholarships.

Annual Scholarships / Awards

Accountancy Program Scholarship
 Ahmanson Foundation Scholarship
 Appraisal Institute
 AMN Healthcare Scholarship
 ARCS® (Achievement Rewards for College Scientists) Scholarship
 Arizona Alumnae of the Sacred Heart Scholarship
 Donna Lee Arledge Memorial Scholarship
 Baker & McKenzie Scholarship
 *Allen and Donna Baytop Scholarship Award
 Blystone NROTC Scholarship
 Blystone Nursing Scholarship
 The Burnham Foundation Scholarship
 C.E. & S. Summer Abroad Program Scholarship
 California Building Industry Foundation
 Ernest W. Hahn Scholarship
 Fieldstone Foundation Scholarship
 Harry L. Summers Endowment
 California Association of Realtors
 Bob and Betty Cahan Scholarship
 Casner Family Scholarship
 CCIM (Certified Commercial Investment Members) Nursing Scholarship
 Chapin Dissertation Award
 Mary Jane Charlton Nursing Scholarship
 Colorado Alumnae of the Sacred Heart Scholarship
 Leo C. Curley Trust Scholarship
 Danvera Foundation English Scholarship
 Danvera Foundation Nursing Scholarship
 Carrie Estelle Doheny Foundation Scholarship
 (Science Research)

Sister Duchesne Scholarship
 Duncan Theatre Arts Scholarship
 Carr Ferguson Graduate Tax Research Fellowship
 William Foster Outstanding Dissertation Award
 Eris McCoy Gallagher Scholarship for Education
 Hal H. Gardner Memorial Scholarship
 Catherine B. Ghio Scholarship
 Michael Ghio Memorial Scholarship
 Max and Gussie Gonick Memorial Prize for Academic
 Excellence in the First Year
 Gilligan-Spiritan Scholarship in Peace & Justice Studies
 Bill Hannon Foundation Scholarship in Peace & Justice
 Studies
 Marion Hubbard Loan Scholarship
 Harold and Catherine Johnson Family Memorial Trust
 Scholarship
 Johnston-Schoell Engineering Scholarship
 Johnston-Schoell History Scholarship
 *Helen and Webster Kinnaird Law Scholarship
 Joan B. Kroc Scholarship in Peace & Justice Studies
 Kiwanis of San Diego Foundation Scholarship
 Kroha Family Law Scholarship
 Law Alumni Scholarship
 Law Dean's Scholarship
 Law Faculty Fund
 Lawyers Club of San Diego – Lynn Schenk Scholarship
 Lone Mountain Scholarship
 James McIntyre Foundation Scholarship
 W. Scott McIntyre Memorial Scholarship
 *Irene M. Carames de Middlebrooks Scholarship
 Janice Nalley Memorial Scholarship
 Nonprofit Leadership & Management Scholarships
 Other Esteem Scholarship
 Chester Pagni Outstanding Student Service Award
 *Dr. Judy Rauner Scholarship
 Real Estate Alumni Scholarship
 Remembrance Fund Scholarship
 Lina C. Romero Memorial Scholarship
 Sister M. Aimee Rossi Music Scholarship
 Rotary Ambassadorial Scholarships:
 Master of Arts in Peace & Justice Studies
 Upward Bound High School Students Go to College
 San Diego Alumnae of the Sacred Heart Scholarship
 San Diego Foundation Scholarships
 *School of Business Student Scholarship
 Bernard H. Siegan Scholarship
 Jean Sidorick Philosophy Award
 Darlene Shiley Veterans Scholarship
 *Shurko Family Scholarship
 SIOR/Majestic Realty Foundation Scholarship
 Patricia Della (Stahl) Spinosa Memorial Scholarship
 Vessela Zaykova-Smolín Memorial Scholarship

S.A. Sutterfield Memorial Book Scholarship
 USD Mortar Board STRIVE (Seeking To Recognize
 Individual Visions of Excellence) Scholarship
 USD Opportunity Scholarship
 Bernard H. Van Der Steen Scholarship
 Vincent C. Walsh Trust Scholarship
 Meg Whitman Scholarship (MSEL)
 Julie I. Wilkinson Nursing Scholarship
 Dr. Sheila Quinlan Williams Scholarship
 Viterbi Family Foundation Scholarship for Nonprofit
 Leadership
 and Management Program
 *Richard and Kay Woltman Law School Scholarship
 Elizabeth Baker Woods Education Scholarship
 ADM Elmo R. Zumwalt, Jr. Leadership Award
 *New Scholarships

Endowed Scholarships

Donors have endowed the University of San Diego with the following funds for scholarships to be awarded annually for the life of the University.

Jack L. Adams Scholarship Fund (which includes the following)

The General and Mrs. Lemuel C. Sheperd
 Jr. Scholarship
 The General Wesley H. Rice Scholarship
 The General James L. Day Scholarship
 The General Robert H. Barrow Scholarship
 The General and Mrs. Hugh T. Kerr Scholarship
 The General and Mrs. John S. Grinalds Scholarship
 The General and Mrs. J.A. Studds Scholarship
 The Author E. Hughes Scholarship in Music
 Thomas Ackerman Scholarship for the Nonprofit
 Leadership
 and Management Program Fund
 Alfred F. Antonicelli Scholarship Fund
 Eileen and Carlton Appleby Scholarship Fund
 Arcaro Scholarship Fund
 Kathryn Grady Atwood Memorial Fund
 Ernest Backhaus Memorial Scholarship Fund
 Dr. and Mrs. Manuel Barba Scholarship Fund
 Barnhart Scholars Scholarship Fund
 *Andrea M. Basque Scholarship Fund
 *Richard A. Bayer Scholarship Fund
 Aloysius J. Bedell Scholarship Fund
 H.N. and Frances Berger Scholarship Fund
 The Bosley Family Scholarship Fund
 Boyce Family Scholarship Fund
 Braille Transcribers Guild of San Diego Scholarship Fund
 Brennan & Gaffrey Nurse Educator Scholarship Fund
 Loretta Breyer Nursing Scholarship Fund
 Thomas Breitling Scholarship Fund

Bridges Scholarship Fund
 Brindle-Erion Scholarship Fund
 Kevin Briscoe Memorial Scholarship Fund
 Dr. Gilbert Brown Scholarship Fund
 Sandra Brue Scholarship Fund
 Sandra Brue Scholarship for Catholic Educators Fund
 Brue Carstens Scholarship Fund
 Bishop Buddy Scholarship Fund
 Daniel Burkett Memorial Scholarship Fund
 Martin and Florence Bursiek Student Aid Fund
 BusinessLink USD Scholarship Fund
 Edward and Gretchen Cairns Memorial Scholarship Fund
 Catholic Heritage Scholarship Fund
 Sister Susan Campbell Scholarship Fund
 Mickey Carhart Memorial Scholarship Fund/ NAIOP San Diego Chapter
 Mary Delafield Carter Scholarship Fund
 Yvonne E. Chiesi Carteron Nursing Scholarship Fund
 Theia Cascio Scholarship Fund
 David S. Casey Trial Advocacy Scholarship Fund
 Choral Scholars Program Fund
 Ralph F. Claric and Russell Kamstead Memorial Scholarship Fund
 Phyllis McArdle Clause Scholarship Fund
 James W. and Kathryn S. Colachis Scholarship Fund
 Harry A. Collins Memorial Scholarship Fund
 John F. Connolly Perpetual Scholarship Fund
 *Michael A. Connor-Horizon Scholarship Fund
 Helen S. Corcoran Scholarship Fund
 Fiorenza and Hernando Courtright Scholarship Fund
 Emmet J. Culligan Scholarship Fund
 Murphy Dalton Scholarship Fund
 Donald C. and Elizabeth M. Dickinson Foundation (MEPN) Fund
 Duda Family Foundation Scholarship Fund
 James O. and Stella Powell Eagen Scholarship Fund
 Fieldstone Foundation Scholarship Fund
 Walter Fitch Trust Scholarship Fund
 Paul Fitzpatrick Memorial Award Fund
 *Founders Scholarship Fund
 French Scholarship Fund
 C. Hugh Friedman Scholarship Fund
 Sr. Sally M. Furay Scholarship Fund
 German Language Scholarship Fund
 Emil Ghio Scholarship Fund
 W.R. Grace Scholarship Fund
 Mary Gresko Nursing Scholarship Fund
 Ernest W. and Jean E. Hahn Foundation Scholarship Fund
 Eugenie B. Hannon Scholarship Fund
 Alice B. Hayes Science Scholarship Fund
 Alice B. Hayes Mortar Board Scholarship Fund
 William Randolph Hearst Scholarship Fund

Conrad N. Hilton Minority Scholarship Fund
 Roseann Gerold Hoffman Scholarship Fund
 W. Roy and Marion I. Holleman Scholarship Fund
 Bob Hope Leadership Scholarship Fund
 Ethel M. Horsch Nursing Scholarship Fund
 Author E. Hughes Scholarship Fund
 Irvine Keiller Scholarship Fund
 Dr. Kathy James Nursing Scholarship Fund
 Jane P. Johnson Scholarship Fund
 Lou Keric Scholarship Fund
 Michael Konz Memorial Scholarship Fund
 Kristopher Krohne Memorial Scholarship Fund
 The LASH Foundation Scholarship Fund for the Nonprofit Leadership and Management Program Fund
 Las Vegas Scholarship Fund
 Law Endowed Scholarship
 Lawrence Family Scholarship Fund
 Albert J. and Mae Lee Memorial Scholarship Fund
 *Lee Family Memorial Scholarship Fund
 Elsie Leith Memorial Scholarship Fund
 Faye N. Lewis Scholarship Fund
 Laura McDonald Lewis Scholarship Fund
 Bishop Maher Catholic Leadership Scholarship Fund
 Lawrence Mahlum Memorial Scholarship Fund
 Manchester Nursing Scholarship Fund
 Doug & Betsy Manchester Athletic Scholarship Fund
 LTJG Laura J. Mankey Memorial Scholarship Fund
 Marasco Family Scholarship Fund
 Marine Studies Graduate Scholarship Fund (which includes the following)
 Stephen Sullivan Memorial Scholarship
 Sister Dale Brown Science Scholarship
 Ronald Maudsley Memorial Scholarship Fund
 David Maurier Law Scholarship Fund
 George H. Mayr Scholarship Fund
 Mazzo Family Scholarship Fund
 Christopher McCallister Memorial Scholarship Fund
 Dorothea McKinney Scholarship Fund
 Gerald & Donna McMahon Scholarship Fund
 Louise H. McNally Scholarship Fund
 Edward J. and Grace W. Mehren Scholarship Fund
 Michael Mohr Memorial Scholarship Fund
 William A. Moller Memorial Scholarship Fund
 Grant Morris Scholarship Fund
 Elizabeth Ann Mottet Nursing Scholarship Fund
 Music Endowment Fund
 Nielsen Family Scholarship Fund
 Notchev Scholarship Fund
 James B. Orwig, M.D. Nursing Scholarship Fund
 Kyle O'Connell Memorial Scholarship Fund
 *Robert E. and Darci M. O'Connell Scholarship for the Arts

The ORCA Foundation Scholarship Fund at the San Diego Foundation for Nonprofit Leadership and Management Program
 Theresa and Edward O'Toole Scholarship Fund
 Oxford Scholarship Fund
 Irene Sabelberg Palmer Nursing Research Scholarship Fund
 Pardee Scholars Endowment Fund
 Parent Fund Scholarship
 Kenneth & Virginia Piper Arizona Scholarship Fund
 Procopio International Tax Scholarship Fund
 Pulitzer Foundation Scholarship Fund
 Kay Ravenel Scholarship Fund
 Reardon/Goode Scholarship Fund
 Delroy Richardson Scholarship Fund
 Janet A. Rodgers Nursing Scholarship Fund
 Frank and Dimitra Rogozienski Scholarship Fund
 John R. Ronchetto Memorial Scholarship Fund
 Leo Roon Scholarship Fund
 Rose Pre-Med Fund
 Joseph Rost Scholarship Fund for Leadership Studies
 Tim C. Rothans Public Service Scholarship Fund
 Irving Salomon Political Science Scholarship Fund
 Jeffrey A. Sardina Memorial Scholarship Fund
 School of Leadership and Education Sciences Scholarship Fund
 Vern D. Schooley Scholarship Fund
 Mary and Alan Schulman Scholarship Fund
 W. H. Scripps Athletic Scholarship Fund
 Senior Emergency Law Fund
 Richard A. Shaw Graduate Tax Scholarship Fund
 Martin L. Sheehan Scholarship Fund
 Donald P. and Darlene V. Shiley Engineering & Theater Scholarship Fund
 Donald P. and Darlene V. Shiley MFA Scholarship Fund
 Gary Shoemaker and Richard T. Mulvey Disabled Student Scholarship Fund
 Forrest N. and Patricia K. Shumway Scholarship Fund
 Sven & Tove Simonsen Scholarship Fund
 J.E. Spain Religious Education Scholarship Fund
 James E. Spain Family Law Scholarship Fund
 Stallard Family Nursing Scholarship Fund
 Susanne Stanford Scholarship Fund
 Luisa A. & Harold N. Stoflet Memorial Scholarship Fund
 Pearl and Natalie Surkin Scholarship Fund
 Anne Swanke Memorial Scholarship Fund
 Jane R. Tedmon Scholarship Fund
 John Trifiletti Scholarship Fund
 USD Alumni Scholarship Fund.
 USD Law Scholarship Fund (which includes the following)
 Dr. Lee Gerlach Honorary Scholarship
 Robert J. Keys Honorary Scholarship
 Warren Family Law Student Aid Fund

The Honorable Louis M. Welsh Scholarship Fund
 Whalen Family Scholarship Fund
 Terry Whitcomb '53 Alumni Scholarship Fund
 Therese T. Whitcomb and E. Ann McFarland Decorative Arts Study Fund
 Cathleen K. Wilson, R.N., Ph.D., Memorial Scholarship Fund for Leaders in Nursing
 Donald O. and Rosemary Wilson Scholarship Fund
 John Winters Memorial Scholarship Fund
 Richard and Kay Woltman Nursing Scholarship Fund
 Erion Knickerbocker Wood Scholarship Fund
 Daniel B. Woodruff Memorial Scholarship Fund
**New Scholarship Endowment Fund*

Other Scholarships Available

The following scholarships are made available to USD students from other donors. Additional applications and/or interviews may be required for consideration. For more specific information contact the Office of Financial Aid.

Colorado Alumnae of the Sacred Heart Scholarship
 Kiwanis of San Diego Foundation Scholarship
 Ralph M. Parsons Memorial Scholarship
 Sister M. Aimee Rossi Music Scholarship
 San Diego County Citizen's Scholarship Foundation Award
 Donald A. Strauss Public Service Scholarship

Additional Sources of Funding

In addition to the above-named University of San Diego scholarships, additional sources of funds are available. Many companies offer scholarships to the sons and daughters of their employees. Fraternal organizations, such as the Elks and Rotary International, assist students in meeting the cost of education. The Copley Library has reference books and Internet access to scholarship search programs listing funds available from private organizations and A Guide to Outside Resources of Financial Aid is available on the USD Office of Financial Aid website. USD students have received over \$2 million in private scholarships for an academic year. Private scholarships can usually be used to replace loans in a student's financial aid "package."

Loans

Note: Congress may change the eligibility criteria and terms of federal loans. All federal loan information in this bulletin is subject to change. Please obtain current information from the Office of Financial Aid website.

The Federal Stafford Student Loan Program

There are two types of Federal Stafford Loans, subsidized and unsubsidized. Eligibility for the Subsidized Federal Stafford Loan is based on documented need; eligibility for the Unsubsidized Federal Stafford Loan is not based on need.

Students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for a Federal Stafford Loan (subsidized or unsubsidized).

The Federal PLUS Loan Program

A Federal PLUS Loan is available for parents to borrow a long-term, low-interest loan on behalf of their dependent children. Details regarding maximum loan amounts, current interest rates, and repayment terms are described on the Office of Financial Aid website.

Federal Perkins Loan Program

This federal loan program provides a limited number of long-term, low-interest (5 percent) loans to undergraduate and graduate students who have demonstrated substantial financial need. Details regarding maximum loan amounts, interest rates, and repayment terms are described in information available on the Office of Financial Aid website. Amounts offered depend on fund availability each year. Students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for a Federal Perkins Loan.

Emergency Student Loan Program

Short-term emergency loans are available from the Office of Financial Aid for students during the fall and spring semesters. These small loans are to assist students with unforeseen emergencies and must be repaid within 30 days.

Short-Term Book Loan Program

Short term book loans may be available for undergraduate students with exceptional financial need during the fall and spring semesters upon referral by the Student Accounts Office or a LEAD@USD advisor. Loans may be granted up to \$200 a semester. Funds may be disbursed up to 10 days before classes begin and must be repaid within 45 days. Funds are very limited and are available on a first-come, first-served basis. Applications are available at the LEAD@USD Office or the Office of Financial Aid.

Kathryn Desmond Loan Fund

This loan fund has been established to provide financial assistance to students enrolled full time at the Hahn School of Nursing and Health Science. Information is available at the school of nursing.

Marion Hubbard Loan Fund

The late Mrs. Marion Hubbard established this low-interest loan fund to benefit students enrolled at the Hahn School of Nursing and Health Science. Information is available at the school of nursing.

USD Trust Loan Program

The Weingart Foundation, together with private donor matching funds, has provided USD funding for zero-interest, long-term loans to help students meet the cost of education at USD. A recipient must be a graduate of a California high school and have demonstrated substantial financial need. Amounts offered depend on fund availability each year.

Employment (Work-Study)

Federal Work-Study Program

Funds for this program are provided by the federal government and USD. Employment, both on and off campus including community service, such as tutoring of elementary school children, is provided for students with documented need and is related, whenever possible, to the student's educational objectives. Employment averages 15 hours per academic week, with as many as 40 hours per week during vacation periods.

Other On-Campus Student Employment

In addition to the Federal Work-Study Program, the university offers a limited number of job opportunities to students who do not otherwise qualify for federally-subsidized programs. Over 400 students are employed part time in areas such as dining services, banquets and catering, the bookstore, and the athletic department. Students may obtain contact information for these departments at the Student Employment Center, which is a part of the Office of Financial Aid, located in Hughes Administration Center, Room 313.

Off-Campus Employment Service

The University of San Diego also assists students in finding off-campus employment. Information regarding weekend or part-time employment within the San Diego metropolitan area is made available. There is also information for Intersession and summer sessions. Job descriptions are posted in the hallway across from the Student Employment Center and contact information is available in the SEC.

Veterans Assistance

Information is available in the Office of the Registrar, Founders Hall, Room 113.

Vocational Rehabilitation Services

Students with disabilities may be eligible for the services of the State Department of Rehabilitation. The services provided must result in an employment outcome. These services may include vocational counseling and guidance, training (with payment of costs such as partial tuition, fees, books, transportation, etc.), and job placement. Contact the State Department of Rehabilitation at (619) 767-2100 for further information.

Deadlines

Most financial aid packages consist of funds drawn from several sources – federal, state, and institutional. Application forms and deadlines may change each year. Students can access current information on the USD OFA website or in the Office of Financial Aid. Students should apply for everything for which they may be eligible.

Important Deadlines

March 2 is the date by which a valid Free Application for Federal Student Aid (FAFSA) must be postmarked or submitted on line in order to receive priority consideration for available federal and USD funds for all freshmen, transfer and continuing undergraduate students.

March 2 is also the deadline to apply for California State Grants (Cal Grants). Both the FAFSA and the GPA Verification Form must be postmarked or submitted on line by this date.

Student Budgets

Please refer to the Guide to Financial Aid Consumer Information at USD on the OFA website for information on how student budgets are constructed and how they are used in determining a student's financial aid eligibility. USD costs may be viewed on the Student Financial Services website.

The Bachelor's Degree

The University of San Diego is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Normally, the student is in residence through eight semesters, during which he or she is enrolled in approximately 44 courses, carrying minimum credit of 124 units.

USD students who wish to earn a second bachelor's degree (as opposed to one degree with two majors) are required to complete a minimum of 30 units beyond the first USD degree (thus, at least 154 units are needed), to be seeking a different degree (for example, a BBA for a student who has already earned a BA degree), to fulfill the core curriculum requirements for the second USD degree (if these are different from the first degree), and to meet all prerequisite and major requirements for the second degree.

Transfer students who already have a bachelor's degree and wish to earn a USD baccalaureate degree in another major must meet all of USD's core curriculum requirements, meet USD's residency requirement of a minimum of 30 units, and meet all requirements (including prerequisites) for the degree and major sought.

Each student is responsible for his or her own academic program, and for satisfying requirements listed in this bulletin.

Programs of Study

Undergraduate Majors

College of Arts and Sciences

BA in Anthropology
 BA in Art History
 BA in Architecture
 BA in Biochemistry
 BA in Biology
 BA in Chemistry
 BA in Communication Studies
 BA in Computer Science
 BA in English
 BA in Environmental Studies
 BA in Ethnic Studies
 BA in French
 BA in History
 BA in Interdisciplinary Humanities
 BA in International Relations
 BA in Liberal Studies
 BA in Marine Science
 BA in Mathematics
 BA in Music
 BA in Philosophy
 BA in Physics
 BA in Political Science
 BA in Psychology
 BA in Sociology
 BA in Spanish
 BA in Theatre Arts
 BA in Theology and Religious Studies
 BA in Visual Arts

School of Business Administration

BA of Accountancy
BA in Economics
BBA in Business Administration
BBA in Business Economics
BBA in Finance
BBA in International Business
BBA in Marketing
BBA in Real Estate
BS/BA in Electrical Engineering
BS/BA in Industrial and Systems Engineering
BS/BA in Mechanical Engineering

Undergraduate Minors

College of Arts and Sciences

Anthropology
Architecture
Art History
Asian Studies
Biology
Catholic Studies
Chemistry
Classical Studies
Communication Studies
Computer Science
English
Environmental Studies
Ethnic Studies
French
German
History
Information Science
International Relations
Italian
Latin American Studies
Marine Science
Mathematics
Medieval – Renaissance Studies
Music
Peace & Justice Studies
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish
Theatre Arts
Theology and Religious Studies
Visual Arts
Women's and Gender Studies

School of Business Administration

Accountancy
Business Administration
Economics
Finance
Information Technology Management
International Business
Law and Ethics
Management
Marketing
Real Estate
Supply Chain Management

School of Leadership and Education Sciences

Leadership Studies
Naval Science

Graduate Degrees

College of Arts and Sciences

MA in History
MA in International Relations
MFA in Dramatic Arts
MS in Marine Science

School of Business Administration

International Master of Business Administration (IMBA)
Master of Business Administration (MBA)
MS in Accountancy
MS in Executive Leadership
MS in Global Leadership with Certificate in Project Management
MS in Real Estate
MS in Supply Chain Management
MS in Taxation

Dual Degree Programs

MBA or IMBA and MS in Accountancy and Financial Management
MBA or IMBA and MS in Real Estate
MBA or IMBA and MS in Taxation
MBA or IMBA and MS in Global Leadership
(See also Inter-School Concurrent Degree Programs)

School of Law

Juris Doctor (JD)
LLM in Business and Corporate Law
LLM in Comparative Law (for international lawyers)
LLM in International Law
LLM in Taxation
General LLM (concentrations as approved)

School of Leadership and Education Sciences

MA in Counseling
 MA in Higher Education Leadership
 MA in Leadership Studies
 MA in Marital and Family Therapy
 MA in Nonprofit Leadership and Management
 MA in Teaching (MAT)
 MEd in Curriculum and Teaching
 MEd in TESOL, Literacy, and Culture
 MEd in Mathematics, Science and Technology Education
 MEd in Special Education
 MEd in Special Education with Deaf and Hard of Hearing Credential
 PhD in Leadership Studies

Hahn School of Nursing and Health Science

MS in Nursing (MSN)
 PhD in Nursing
 Doctor of Nursing Practice (DNP) (pending WASC approval)

Peace Studies

MA in Peace & Justice Studies

Inter-School Concurrent Degree Programs

JD/MBA
 JD/IMBA
 JD/MA in International Relations

Dual Degree Programs

University of San Diego with Tecnológico de Monterrey (Tec)
 USD: MBA or IMBA
 Tec: MBA, MS in Finance, or MS in Marketing

Requirements for Major and Minor Concentrations

The professional schools and the departments of the College of Arts and Sciences may designate specific courses for majors or minors or both, and may prescribe certain lower-division prerequisites.

Core Curriculum

Forty to 50 percent of the courses needed for the bachelor's degree are in the area of the core curriculum (CC). These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left wholly to student election. The student must demonstrate competency in fundamental academic skills and must fulfill distribution requirements in the major areas of knowledge. Ordinarily, most of these core curriculum requirements are completed by the end of the fourth semester.

Majors

Twenty-five to thirty percent of the courses a student takes are designed to fulfill the major concentration requirements. The faculties of the various departments have prescribed these courses to insure that each student will do intensive work in one special area (the "major") so as to gain a useful command of its facts, interpretations, insights, and methods. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses are commonly taken earlier.

Students exceptionally well qualified may fulfill the requirements of a double major. Students are permitted the counting of upper-division courses to more than one major. Departments retain the option of restricting students from double-counting departmental courses to separate majors offered by that department.

The College of Arts and Sciences requires that a minimum of 50 percent of upper-division work in a major must be taken at USD.

Those intending to pursue graduate studies are advised to familiarize themselves with the requirements of the graduate school of their choice.

Minors

The student may specialize to a lesser extent in another area (the "minor") ordinarily related to the area of primary interest. The minor is optional, although most departments urge their students to earn credit in such a concentration. Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and core curriculum requirements.

Electives

The remaining courses which students take are electives and may or may not be in areas related to the major subject. Electives allow students to choose courses either to satisfy their intellectual curiosity or to enlighten themselves in areas largely unfamiliar to them.

Faculty Advisor Program and Preceptorials

In order to assist students in maximizing their collegiate experience, an academic advising program exists that specifically suits the needs of the USD community. The program is consistent with the university's desire to foster a supportive, interactive environment that regards all students as individuals. In academic advising, each student works individually with an advisor both on procedures for completion of the degree and on development of the skills needed to make informed decisions. Therefore, advisors assist with information about academic policies, course selection, class reservation and registration procedures, and

graduation requirements, as well as facilitating decision making about educational goals, alternatives, and career needs. This program initially involves faculty advisors for incoming freshmen in a small class called the preceptorial. The preceptorial class provides an opportunity for first semester freshmen to meet with their faculty advisor frequently to exchange thoughts on the student's intellectual and academic progress.

After the first year, all students who have declared their majors are assigned to a faculty member in that discipline. Advisors in the major can offer the depth of knowledge about their field needed to crystallize ideas about internships, independent study courses, application to graduate or professional schools, and career opportunities.

Transfer students often arrive at USD with intentions to major in a given area, and are therefore assigned advisors in that major. For transfer students who have not decided upon a major, advising will be done for a period of time by the academic deans in the College of Arts and Sciences, Founders Hall, Room 114. Prior to their first semester, they meet with a dean to initiate the advising process and to register for their classes. All students need to declare their major on a Declaration of Major form, which is available in the Registrar's Office, Founders Hall, Room 113.

Junior and senior students who have not yet declared a major are advised by the Dean's Office of the College of Arts and Sciences. Appointments can be arranged. The hours of operation are Monday through Friday, 8:30 a.m. to 5 p.m. The telephone number is (619) 260-4545.

Faculty advisors and students can consult the Counseling Center, Serra Hall, Room 300, and Career Services, Hughes Administration Center, Room 110, for interest assessment, major and career planning, special workshops, and other related services.

All advisors are available to students on a regular basis for assistance; however, each student is ultimately responsible for initiating advising meetings and for his or her academic progress.

Applicability of New Academic Requirements

Lower-Division Requirements

Changes in lower-division requirements, including prerequisites for a major, are not applicable to students already enrolled at USD.

Upper-Division Requirements

Changes in upper-division requirements, including requirements for a major, are:

1. applicable to freshmen, and to sophomores who have not yet enrolled in upper-division courses in their major, provided that the new academic requirements do not affect prerequisites for the major
2. not applicable to juniors and seniors except in the Hahn School of Nursing and Health Science.

A student who so chooses may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements.

When a department/school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course.

If new requirements are favorable to the student, the university may make them immediately applicable, unless the student objects.

General Requirements for the Bachelor's Degree

The university will confer the bachelor's degree upon candidates who satisfactorily complete the following:

1. 124 semester units of credit, with at least 48 units in upper-division courses
2. the core curriculum program
3. a major concentration including at least 24 units of upper-division work, and satisfying the requirements of the department/school in question
4. a minor field, if one is required by the department/school in which one takes a major; a minor field includes 18 or more units. At least 6 units in the minor must be in upper-division courses, and these units require a grade point average of 2.0 with C- or better
5. Maintain a grade point average of 2.0 or better in courses at USD and in upper-division courses in the major, and a grade of C- or better in a minimum of 24 upper-division units in fulfillment of the requirements for the major. Courses transferred to USD in which the student earned a grade of C or better may be counted toward this requirement, subject to possible limitation by a department/school as to the number of units from such courses which may be accepted for this purpose
6. The residence requirement (completion of the final 30 semester units at the University of San Diego)
7. Settlement of all financial obligations to the university.

Core Curriculum

Mission Statement

The USD core curriculum fosters the pursuit of knowledge through active student and faculty participation in a broad and richly diverse academic experience. The core develops indispensable competencies, explores traditions of thought and belief, and probes the horizons of the liberal arts and the diversity of human experience. The core promotes critical appreciation of truth, goodness, and beauty in the context of engagement with the Catholic intellectual tradition and diverse faith communities. The core instills habits of thought and action which will serve all students in their academic majors and throughout their lives as reflective citizens of the world.

I. Indispensable Competencies

Goal: To insure that students have those competencies necessary to succeed in their university studies and to plan and pursue their personal, professional, and career goals.

A. Written Literacy

1. At the lower-division level, students must demonstrate competency in written expression either by successfully completing a three unit English course titled "Composition and Literature" or by passing an examination in composition. The course will emphasize instruction and practice in composition in response to complex literary texts. Readings will be drawn from a range of genres and periods and will include voices and perspectives traditionally underrepresented in the American canon. (Students who demonstrate competency without taking the "Composition and Literature" course are required to pass a literature course taught by the English department to fulfill the literature requirement specified in Section III-A below.)
2. At the upper-division level, students must demonstrate advanced proficiency in written English either by completing successfully an approved upper-division writing course or by passing an upper-division proficiency examination. Upper-division writing courses will be offered by various disciplines and can be identified by the suffix "W" in the course number.

B. Mathematical Competency

Students must demonstrate competency either by completing one of the approved mathematics core curriculum classes or by passing an examination in mathematics. The mathematics core curriculum classes are MATH 112, MATH 115, MATH 130, and MATH 150.

C. Logic

Students must demonstrate competency either by successfully completing PHIL 101, MATH 160, or a more advanced logic course, or by passing an examination in logic.

D. Second Language

Third semester competency in a second language is required for students seeking the bachelor's degree. Students may demonstrate competency either by successfully completing a third semester course in a second language or by passing an examination at that level. This requirement, like that in written literacy, is designed to increase the student's ability to participate more fully in diverse U.S. and global societies. (Students are advised to fulfill their language requirement in successive semesters. For students with high school credit in a second language, see the languages and literatures section in this bulletin for appropriate course placement.)

Note: Students who wish to attempt examinations to satisfy any lower-division competency requirements must take those examinations within their first two semesters of full-time enrollment at USD.

II. Traditions

Goal: To examine major systems of thought, belief, and practice, with emphasis on the Judeo-Christian tradition and on ethical decision making.

A. Theology and Religious Studies

Nine units, including at least three units at the upper-division level.

B. Philosophy

Six units (excluding Logic), including one upper-division ethics or applied ethics course. Only three units of ethics may be used to satisfy the philosophy requirement.

III. Horizons

Goal: To foster an understanding of how the humanities and the natural and social sciences explore the range of human experience and knowledge.

A. Humanities and Fine Arts

Nine units, consisting of three units in history, three units in literature in any language, and three units in fine arts (art, music, or theater). Students should select courses from each of these programs in consultation with a faculty advisor using the list of approved core courses.

Note: The "Composition and Literature" course does not satisfy the literature requirement in the humanities.

B. Natural Sciences

Six units, including three units from the physical sciences and three units from the life sciences. In addition, at least one of the courses must include a laboratory.

1. Physical Sciences:

Chemistry 101, 103, 105, 111, 151
 Environmental Studies 104, 109, 110
 Marine Science 101, 120
 Physics 101, 107, 117, 136, 270
 Electrical Engineering 102

2. Life Sciences:

Biology 101/111, 102/112, 103/113, 104/114, 105/115,
 106, 110, 118, 190, 221, 225
 Environmental Studies 102, 112, 121

C. Social Sciences

Six units from two different programs among the following: anthropology, communication studies, economics, ethnic studies, political science, psychology, or sociology. Students should select courses from each of these programs in consultation with a faculty advisor using the list of approved core courses.

D. Diversity of Human Experience

Students will take at least one three unit course that focuses on the variety of experiences and contributions of individuals and social groups in the United States, especially of those traditionally denied rights and privileges. The courses are designated by the suffix "D" in the course number. The core curriculum's commitment to an examination of the experiences of diverse populations within the United States and internationally is evident at three different points in its requirements: in the "D" course; in the "Composition and Literature" course, which includes texts by authors representing the kaleidoscope of voice of the United States; and in the study of a second language, where attention is given to the interrelationship of issues of cultural diversity within the United States and internationally.

The core curriculum is a crucial part of the undergraduate program at USD. It is designed to help students recognize and experience diverse ways of knowing, thus providing the tools needed for choosing and achieving success in a major field of study and for making a wise and engaged choice of elective courses. The core curriculum also helps students in finding and pursuing careers that will be intellectually meaningful and spiritually rewarding. Finally, the core curriculum is designed to instill in students an abiding intellectual curiosity, a respect for the diversity of human experience, and a willingness to participate as thoughtful, bold, and contributing citizens of the world.

Preparation for Health Profession Programs

For students planning a career in medicine, dentistry, pharmacy, optometry, veterinary medicine or other health professions such as physical therapy or nursing (including the accelerated USD BA/BS to MEPN track), the Health Professions Advising Office guides students toward preparation for the professional or graduate school degree. Health Professions students seeking to further their education in a professional or graduate school program, complete the course requirements for their USD degree as well as the prerequisites for their health professions program. The services offered by the Health Professions Advising Office include assisting students with prerequisite information, clinical and internship opportunities and the professional school application process. The Health Professions Advising Office is located in Founders Hall 114. For more information please go to www.sandiego.edu/cas/prehealth.

Preparation for Law School

The Pre-Law advising office provides students with information on preparing for and applying to law school through one on one advising, workshops and lecture series. For more information about Pre-Law advising go to www.sandiego.edu/cas/academics/advising/prelaw.php

Honors Program

The Honors Program is designed to provide students of superior ability and accomplishment with challenges and opportunities that will allow them to more fully realize their potential. The program emphasizes teaching excellence, small classes, and a core curriculum of innovative and exciting courses. Honors students have numerous opportunities for individual counseling and discussions with honors faculty.

Curriculum

In the freshman year, honors students enroll in an honors preceptorial during fall semester, and in a section of a lower-division core curriculum course in the spring semester. During their sophomore and junior years, Honors students enroll in at least two upper-division, team-taught interdisciplinary courses. These courses, which change yearly, represent the honors core curriculum. Students may also receive four units of honors credit for a semester long studying abroad experience.

The culmination of the Honors Program is the participation of all students in the Senior Honors Colloquium, in which they share the results of their independent scholarly work with fellow honors students and the honors faculty. In conjunction with a faculty mentor, students pursue scholarly work in their field of major that will result in an

Honors Thesis. Students may do this by pursuing an independent study or by taking one of the required capstone courses in this field. Please consult your academic adviser to choose the most appropriate class for this research experience. Students are strongly encouraged to begin this research at least one year prior to the student's intended graduation date. This work is then presented in the Senior Honors Colloquium (HNRS 495) in the student's final semester in residence at USD.

Admissions

In evaluating the records of high-school seniors, the Office of Admissions and the Director of the Honors Program will invite those students who have the ability and motivation to achieve in the Honors Program to join. Involvement in community, school, leadership activities, and evidence of a sustained desire to do excellent academic work are the most important indicators of a potential Honors student's ability to succeed in the Program. Students who do not enter the Program at the beginning of their undergraduate career may apply for admission at the end of the fall semester of their freshman year.

Requirements

Students in the Honors Program must complete a minimum of 25 Honors units and maintain a GPA of 3.4 or above for graduation with the Honors Diploma.

Recommended Program of Study

Freshman Year

Semester I
Honors Preceptorial (4)

Semester II
Lower-division elective (3)

Sophomore Year

Semester I
Team-taught course (4)
or
Single-taught course (3)

Semester II
Same as Semester I

Junior Year

Semester I
Team-taught course (4)
or
Single-taught course (3)

Semester II
Same as Semester I

Senior Year

Semester I
Independent Study (1-3)

Semester II
Senior Colloquium (3)
Honors Course (HNRS)

495 HONORS SENIOR THESIS SEMINAR (3)

Students will conceptualize a project of original scholarship and share results of their inquiry in the seminar. The project should be original and compatible with the student's major. Projects can take the form of a scholarly paper, original writing, artistic composition or design, science experiment, or a curricular module. Students will propose a project, prepare and lead a seminar, and turn in a final thesis by the end of the semester. Students must conduct at least one unit of independent study or enroll in the appropriate senior project or capstone class prior to enrolling in HNRS 495. Prerequisite: Senior standing and enrollment in USD Honors Program.

Academic Regulations

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the university, accepts them, and pledges that he or she will abide by them.

Integrity of Scholarship

The University of San Diego is an academic institution, an instrument of learning. As such, the university is predicated on the principles of scholastic honesty. It is an academic community whose members are all expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the university has procedures to deal with academic dishonesty that are uniform and that should be understood by all. Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access of an instructor's files or computer account; or, g) any other serious violation of academic integrity as established by the instructor. Acts of dishonesty can lead to penalties in a course such as: reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course. Because of the seriousness of

academic dishonesty, further penalties at the level of the university community may be applied; such penalties include probation, a letter of censure, suspension, or expulsion. Full copies of the policy on academic integrity are available at the offices of the Provost, Vice President for Student Affairs, and Academic Deans, in the university *Policy and Procedure Manual*, and *Archways* (undergraduate student handbook). Instructors also explain their expectations regarding academic integrity in their classes.

Registration

Registration takes place when the student completes the required advising and pays the required fees. No credit will be given in courses for which the student is not officially registered. The time and place of registration is announced in advance by the registrar. Late registrants are required to pay an extra fee of \$150. (For registration procedures during Summer Sessions and Intercession, otherwise, please refer to appropriate bulletins for these sessions.)

Declaring or Changing the Major

The entering student may declare a major at any time after the beginning of the first semester of attendance by completing the Declaration of Major form, which is available at the Office of the Registrar website at www.sandiego.edu/registrar. Go to "Forms," then select "Declaration of Major." The same form is used to declare a minor, a certificate program, a second major, etc. As with the major, all these other programs must be declared formally. In addition, the same form is used to officially change advisors. Students must obtain the necessary signatures on the form and return it to the Office of the Registrar. Students must declare a major before selecting a minor.

The selection of a major concentration has important and long-lasting consequences. Students who make their choice hastily and thoughtlessly run the risk either of finding themselves in an unsatisfying career or of making a subsequent costly adjustment to their program. Those who needlessly postpone their decision beyond a reasonable time also make a potentially costly error. Students should declare their major as early as possible so that their advisors can guide them in the selection of appropriate courses. Students choosing to major in diversified liberal studies, the sciences, or in business administration should select those majors early in their academic career. Students majoring in engineering must consult an engineering advisor at the beginning of the freshman year.

The University's Office of Career Services is prepared to offer its services to students who face this difficult decision. Through personal interviews and extensive standardized

testing, counselors in the counseling center help students to assess their academic assets, dominant interest patterns, and potential for success.

When a decision to change a major concentration has been reached the student must complete the Change of Major form. Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.

Student Load

For a student to qualify as full time, 12 units minimum are required. However, the normal student load is 15-16 units. To exceed 18 units, the authorization of the student's advisor and of the pertinent dean must be obtained in writing. Ordinarily, no enrollment beyond 18 units will be approved unless the applicant has maintained a GPA of 3.0 cumulatively and in the immediate past semester. These restrictions on student load also apply to courses taken concurrently at another college or university for transfer to USD.

The maximum student load during Intercession is four units, and the maximum student load for the summer sessions is 13 units in a 12-week period. These maxima also apply to any combination of courses taken concurrently at USD and another college or university. Please refer to the section on Intercession (page 74) for a complete discussion of these regulations.

Dropping or Adding Courses

Program changes involving the addition of courses are permitted within the first eight class days of a regular semester. Freshman students must have the approval of the preceptor to add or drop a course. Unofficial withdrawal from a course results in a grade of F.

Course withdrawal after the first eight academic class days of the semester, without risk of academic penalty, will be allowed until the end of the 10th week of the semester. Withdrawal within that time limit will be recorded as W. After that date there is no possibility of withdrawal; the student will receive a grade for the course. A grade of W does not enter into the computation of the GPA.

Withdrawal from the University

A student withdrawing from the university during a semester or for a future semester must file an official Undergraduate Student Withdrawal Form with the Center for Student Success located in the University Center, room 114. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in non-passing

grades in all courses, thereby jeopardizing eligibility to re-enter USD or acceptance in another institution. After the last day to enroll in classes, and continuing through the end of the 10th week of the semester (the last day to withdraw from classes), students may process a withdrawal to drop all their classes with grades recorded as Ws. After the last day to withdraw from classes, the student will receive grades for courses.

A student whose registration at the university is interrupted for one or more semesters must apply for readmission through the Office of the Registrar, unless a leave of absence has been granted in writing.

Leave of Absence

A student who will not be registered at the university during a regular semester, but would like to return without applying for readmission, must request a leave of absence by the last day to enroll in classes for that semester. Students must file the official Undergraduate Student Leave of Absence form with the Center for Student Success located in the University Center, room 114. To incur no tuition charges, students should request a leave of absence before the first day of classes. The request must state the reason for which the leave is requested and the semester in which the student will again register at the university. Requests for leaves of absence must be approved by the Center for Student Success. Leaves of absence are granted for a maximum of two consecutive semesters.

Auditing

Auditing a course means attending a class without credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected.

Students register for audit in the same manner as for credit. Those who audit courses are not eligible for credit by examination in such courses, nor are they eligible for financial aid, nor may auditors register for credit after the last official day to register in a class. Switching from credit to audit or audit to credit is not allowed after the last official day to register in a class. Each course audited is entered on the student's permanent record. Auditing of laboratory courses or education recreation courses is not permitted.

The fee for all who audit courses is one-half the standard tuition charge. Students wishing to register for credit have priority over those who desire to audit.

Attendance

Regular and prompt attendance at class is deemed essential for the optimal educational progress of the student, and for the orderly conduct of academic life. There is no generally

specified number of allowed absences. Each instructor will publish attendance regulations at the beginning of the course and will state what penalties will be imposed for excessive absences.

Examinations

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final examinations are not to be changed without the approval of the appropriate dean. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the dean.

In fall and spring semesters, examinations are limited during the week prior to final examinations. There may be no major examinations; minor quizzes are permitted as long as they are listed on syllabi at the beginning of a semester and do not count for more than 10 percent of the course grade. Laboratory practica, papers, oral reports, and make-up examinations are permitted. Students are responsible for class attendance and material presented during the week before final examinations.

Students who wish to fulfill specific competency requirements for graduation by examination may petition the Dean of the College of Arts and Sciences for permission to take such examinations. The dates for these examinations are announced in the academic calendar (found at the beginning of this bulletin). Students should check with the dean for fees and locations for the examinations. No academic credit will be given for these examinations.

Credit by Examination

A number of the Subject Examinations of the College Level Examination Program (CLEP) have received approval by the university faculty, so that in certain specified subjects students may qualify for college credit by satisfactory performance in the CLEP tests. Inquiries may be made at the Office of the Dean of the College of Arts and Sciences, Founders Hall, Room 114.

Grade Reports

Grade reports are available on the USD website. Students must have a USD e-mail account to access grade reports.

Pass / Fail Option

Students in good academic standing, that is, with a grade point average of 2.0 at USD, may elect to enroll for courses on the pass/fail plan. All students who wish to exercise the pass/fail option must have prior authorization from their advisor. Courses taken at other institutions and transferred to USD for unit credit only are not considered to fall under the pass/fail option. Note the deadline announced in the

academic calendar for changing a course to the pass/fail option or vice-versa. No changes will be made after this date. The following regulations apply:

1. Lower-division students must have successfully completed at least 12 units at this university.
2. If the course is part of a regular semester, the student must be enrolled in at least 9 other units on a regular grading basis.
3. Students may take intersession and summer sessions courses on a pass/fail basis provided that no more than one course is taken in any session or semester and that no more than two courses per calendar year are taken pass/fail. (Courses offered exclusively on a pass/fail basis for all students are not counted in arriving at the limit.)
4. Major courses (and major prerequisites) are excluded. Courses used in fulfillment of core curriculum requirements must be taken for a grade. Once a student has fulfilled a core curriculum requirement, then additional courses in the same area may be taken pass/fail.
5. Courses required for any state teaching credential are excluded.
6. Certain advanced or highly specialized courses may be excluded by departments acting in concert.
7. Research and reading courses, performance and independent study courses, and courses not lending themselves to specific grading practices may, by determination of the faculty, be included.
8. All courses designated as "activity" courses may be pass/fail (at faculty determination, not students).
9. There will be no change from pass/fail to grade or vice-versa after the deadline listed in the academic calendar.
10. The course, quiz, paper, examination, and attendance requirements for pass/fail students will be the same as for students receiving a letter grade.
11. Pass requires a grade of C- grade or better.
12. Pass does not affect grade point average; Fail does affect grade point average.
13. A course taken on a pass/fail basis may only be repeated as a pass/fail course.
14. A course in which a grade of D or F is received may not be repeated on pass/fail basis, but may be repeated for a grade.
15. For first honors or second honors consideration, 12 semester units must be earned in fall or spring semesters in which traditional grades are issued.

16. A student wishing to major in a field in which he or she previously earned pass/fail credit may, with departmental permission, select another course to fulfill the requirement.

17. A maximum of 15 pass/fail units at USD is applicable to the fulfillment of degree requirements. However, in the Electrical Engineering (EE), Industrial and Systems Engineering (ISyE), and Mechanical Engineering (ME) majors, pass/fail is not permitted in any required (by title) course; pass/fail enrollment in certain core curriculum elective courses requires prior approval of the Director of Engineering Programs and may be utilized for a maximum of 21 units of required elective core curriculum course units.

Grading System

At the end of each semester, a student's work in each course is recorded with one of the following grades: A, superior; B, very good; C, average; D, inferior; F, failure; P, credit awarded, but units do not enter into computation of grade point average; W, withdrawal; Inc., incomplete.

Professors may not change final grades unless there is a computational error.

Grade points are assigned to the above grades as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; D- = 0.67; F = 0.00.

The grade of Inc. (incomplete) may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed and the record of the student in the course justifies the expectation that he or she will obtain a passing grade upon completion. The instructor who gives an incomplete should know the reason for non-completion of the work in order to ascertain the legitimacy of that reason. The responsibility is on the student to come forth with the request for an incomplete prior to the posting of final grades. The incomplete grade is not counted in the computation of the grade point average for the semester for which the incomplete grade was authorized.

A student who receives a grade of incomplete must complete all the missing work by the end of the 10th week of the next regular semester; otherwise, the incomplete grade results in an F.

The instructor assigning a grade of incomplete will file a signed form with the dean of the appropriate school or college, indicating the reason for the incomplete. The form is filed when the incomplete is posted.

Only courses for which grades D or F were received may be repeated for credit. Only one repetition is permitted unless authorized in writing by the dean. On course repetitions, the units are applied toward a degree only once, but the grade assigned at each enrollment shall be permanently recorded. A course in which grades D or F were assigned may not be repeated on a pass/fail basis.

In computing the grade point average of an undergraduate student who repeats courses in which a D or F was received, only the most recently earned grades and grade points shall be used for the first 10 units repeated. When courses are repeated by transfer work, the lower grade will be removed from the USD grade point average and credit for the course will be given without grade points. In the case of further repetitions, the grade point average shall be based on all grades assigned and total units attempted. The student should notify the registrar when a course is repeated so that adjustment of the cumulative grade point average, if necessary, may be done promptly.

The grade point average (GPA) is computed by dividing the total grade points by the total units attempted, considering only courses taken at USD in the calculation.

Duplication of Credit

Each of the academic courses counted toward the 124 units required for graduation must represent an increment in the student's knowledge. Consequently, courses which duplicate previous work, either in high school (for example, foreign language) or in college, cannot be counted toward graduation, nor can elementary courses which are prerequisite to advanced courses if they are taken concurrently with or after the more advanced work.

Experiential Education Credit

A maximum of 6 units of combined practicum, field experience and/or internship taken within the College of Arts and Sciences can be applied to the 124 unit degree requirement, 48 unit upper-division requirement, and/or upper-division requirements in the student's major. Only students eligible for upper-division credit (second semester sophomore standing) will be allowed to register in these courses. The university neither gives nor accepts transfer credit for prior experiential learning. Other restrictions (that is, junior and/or senior standing) are at the discretion of the department.

Scholastic Probation and Disqualification

A student will be placed on scholastic probation if:

1. the semester GPA falls below a C average (GPA 2.0) for coursework in a given semester

2. the GPA falls below 2.0 for all work attempted at USD. In either case, the student will be placed on probation for the next semester (or portion thereof if the resolution of incomplete grades leads to a semester GPA of less than 2.0).

The probationary status of a student can be ended only at the close of the probationary semester when the following conditions are met:

1. C average (GPA 2.0) for all college work attempted at USD, and for all coursework attempted during the semester of probation
2. there are no grades of incomplete for the probationary semester.

If the student does not end probationary status at the conclusion of the probationary semester, he or she will be disqualified scholastically.

An extension of scholastic probation for one semester only may be considered if a student appeals in writing to the dean of his or her school or college within 10 days of the postmark date on the notice of disqualification. The appeal should set forth the reasons which would justify an extension and the specific plans for raising the GPA.

Honors

At the end of each semester, each dean receives the names of full-time (12 units or more) honor students. Those with a GPA of 3.65 or higher receive First Honors; those with 3.40 to 3.64 receive Second Honors. All honor students receive a personal commendation letter from the appropriate dean.

Students of outstanding academic merit receive special honors at graduation. Eligibility for these special honors is based upon USD GPA: a) for summa cum laude, 3.85 or higher; b) for magna cum laude, 3.65 to 3.84; and c) for cum laude 3.46 to 3.64. The senior with the highest USD GPA within each commencement group will give the valedictory address at his/her respective ceremony. At least half of the degree work must be completed at USD. In the event of ties, the student with the most coursework completed at USD will give the valedictory address at his/her respective ceremony. Also presented at graduation are the Alcalá Leadership Awards to two outstanding seniors.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in Kappa Gamma Pi, the national honor society for Catholic college women and men. No more than 10 percent of the seniors may be awarded this honor.

At the annual University of San Diego Honors Convocation, a formal year-end assembly, awards are presented to a number of students who have shown exceptional attainment in academic and other areas of university life.

Departmental honors are awarded to seniors who have petitioned to graduate and have maintained a USD grade point average of 3.5 in upper-division courses in their major, provided that a minimum of 12 such units have been completed at USD prior to February 1 of the year of graduation. However, a student may lose eligibility for special honors and departmental honors if the student has been found to have committed a serious violation of the academic integrity policy.

Graduation Petition and Participation

By the date indicated in the current academic calendar, seniors who wish to graduate in January, May, or August must file in the registrar's office a petition for graduation.

Seniors graduating in August may participate in the previous May ceremony provided that they: 1) take their remaining courses in USD's summer sessions; and 2) have registered (including payment) in USD's summer sessions for their remaining courses by May 1 and have given to the registrar's office written evidence of such completed registration. Seniors graduating in August may not take an independent study course during the summer sessions. Exceptions to this policy may be approved by the student's dean when there are extraordinary circumstances beyond the student's control. August graduates who wish to take courses elsewhere (after procuring the appropriate waivers) may do so, but they may not participate in the May ceremony. (Note: Summer courses taken in USD's own Guadalajara program and USD sponsored summer study abroad programs will meet the requirement for courses taken at USD.)

August graduates who wish to participate in the May Commencement ceremony should register in the spring semester previous to the May ceremony for any needed courses that are being offered at USD in the Summer Sessions immediately following Commencement. To facilitate the process of looking at the spring and summer courses together, the courses, dates, and times of USD spring semester and summer sessions offerings are made available each fall on the university's website. Unavailability of a needed course in USD's summer Sessions will not be grounds for an exception to the policy about Commencement participation; all information is made available to students the previous fall to anticipate and avoid any such problems.

Unit and Grade Point Requirements

To qualify for a degree, the student must earn a minimum of 124 semester units of credit. A unit is defined as the amount of credit awarded for satisfactory performance in one lecture period or one laboratory period for one

semester. A minimum grade point average of C (GPA 2.0) is required in the total work attempted at USD.

Of the 124 units required for graduation, 48 must be in upper-division courses, that is, those numbered 300 or higher. In order to enroll in courses which carry upper-division credit the student is normally required to have reached 45 units for the College of Arts and Sciences and 60 units for the School of Business Administration.

In the College of Arts and Sciences, where, in the judgment of the instructor of record or department chair, the student has acquired the necessary basic proficiency, the student may be permitted to enroll in upper-division courses for upper-division credit even though he or she may still have only freshman or first semester sophomore standing. In such cases, the approval from the instructor of record or department chair is required.

In the School of Business Administration, a student is permitted to enroll in upper-division business courses when he or she has earned 60 credit units, attended the School of Business Administration Orientation and successfully completed MATH 130 or 150 with a grade of C– or better. The one exception to taking upper-division business classes is Fundamentals of Marketing, in which a student may enroll with 45 credit units presuming all other requirements are met.

Class Standing

Students reach sophomore standing after satisfactory completion of 30 units. Junior class and upper-division standing are reached upon completion of 60 units. For senior class standing, 90 units must be completed.

Residence Requirement

Students are expected to complete the preponderance of their baccalaureate work at the university, especially in their junior and senior years. Leaves of absence for foreign study or transfer of courses to USD from other universities are permitted to meet legitimate educational goals of students prior to their senior year.

To satisfy the requirements for a degree, students must earn a minimum of the final 30 semester units of credit at USD. This residence requirement may be partially waived. Waiver is at the discretion of the student's dean. Waiver is possible only if the preponderance of academic work has been at USD and if there are valid educational reasons.

Transfer of Credit

Academic courses from other accredited institutions are normally transferable if the grades are C– or better, and if the institution from which the grades were received is USD-approved. However, students should note that USD

has full discretion concerning which credits are applicable to its curricula and are therefore transferable. In addition to transcripts, students may need to provide documentation of courses taken. All courses transferred to USD are transferred for unit credit only and are not calculated into the GPA.

A course will not be accepted if it duplicates work (that is, repeats essentially the same content) taken at USD, except in cases where a grade of D or F was received in the USD course.

Students also should be aware that the core curriculum requirement in human values may be affected by the number of credits transferred at entry to USD. For example, a student entering USD at junior standing (60-90 units) needs only two theology and religious studies classes after entrance. A student entering at 90 credits or over need take one (upper-division) theology and religious studies class and one (upper-division) philosophy ethics course after entrance.

Students of the university who wish to take courses at other institutions should obtain advance written approval on a Petition to Transfer Credit form, which can be found online at www.sandiego.edu/registrar. The student will get the signature of their advisor, the department chair in the comparable department in which the course is being taken, and the dean if they expect such courses to be accepted in fulfillment of degree requirements at USD. Coursework taken at another university after a student leaves USD is not posted to the official transcript unless the student is readmitted to the university.

Policy for International Studies Abroad

The University of San Diego recognizes full academic credit toward an undergraduate degree for students choosing to participate in an international experience when the chosen program is directly affiliated with USD and approved by the International Studies Abroad Committee. Students who wish to take courses in unaffiliated international programs and receive academic credit must obtain advance written approval, for sound academic reasons, at the discretion of their Academic Dean in concert with the Office of International Affairs. USD transfer of credit policies will apply for any such approved course. No academic credit will be transferred without advance written approval as described above. This policy applies to all programs: short-term, semester-long, and year-long programs.

Transcripts

Any student may request official transcripts of his or her academic work. A fee of \$5 is charged for each transcript. Applications for official transcripts should be made in

writing to Student Financial Services in the Hughes Administration Center. Unofficial transcript requests may be made in person or by writing directly to the One Stop office at USD.

The Degree Audit (DARS)

The degree audit is a computerized version, or "road map," of courses or requirements that a student has fulfilled and a listing of those yet to be accomplished. The degree audit will aid both student and advisor in keeping track of the student's progress at USD semester by semester and can be accessed on the one stop tab at my.sandiego.edu.

Course Numbering System

Courses offered by the university are listed in alphabetical order by discipline within each school or college.

Course numbers are three digits in the following ranges:

100-199	Lower-division courses
200-299	Lower-division courses
300-399	Upper-division courses
400-499	Upper-division courses
500-599	Graduate/master's/law courses
600-699	Doctoral/law courses

Course types are indicated by the following characters:

C	Community service-learning
D	Diversity
H	Honors
L	Laboratory
P	Practicum
R	Recitation
S	Seminar
W	Writing

Some courses without this letter designation may still carry credit for lab, writing, diversity, etc. at the section level. Check the course notes contained in the schedule of classes for more information.

The semester in which a course is offered is indicated in parentheses at the end of the course description.

The numbers in parentheses after the title of the course indicate the number of semester units.

ROTC Programs

Army ROTC

The Army Reserve Officers' Training Corps offers a four-year or two-year program designed to develop future officers in the areas of leadership, management, military history, and military skills.

The Army ROTC program consists of one course per semester along with one leadership laboratory period per week. The four-year program is divided into two parts. The basic course is taken in the freshman and sophomore years. No military commitment is incurred during this time. After completing the basic course, students who have demonstrated officer potential and have met physical and scholastic standards are eligible to enroll in the Advanced Course taken in the final two years of college and consisting of outlined military science and designated enrichment courses. Some students who have previous military service can waive the basic course. Another two-year ROTC program consists of completion of a five-week Leadership Training Course (LTC) and enrollment in the advance course. Another ROTC program is the Simultaneous Membership Program in which cadets will gain invaluable leadership experience through participation with the National Guard and Army reserve. Upon graduation, students can enter the Army on active duty, reserves, or the National Guard.

USD cadets enrolled in the advanced course enroll through the SDSU College of Extended Studies. There is no advance application needed for the freshman or sophomore classes. Scholarship money is available. Four-, three-, and two-year merit scholarships are available to qualified students. Scholarships awarded include: full tuition, books, fees and partial room and board. Additional grants are available to cover room and board.

See Military Science course descriptions on page 273 or call Army ROTC, (619) 260-7920.

Naval ROTC

The Naval Reserve Officers Training Corps (NROTC) Unit is hosted by the University of San Diego and San Diego State University. Primary administration of and support for the NROTC Unit is provided by USD. Cross-town agreements exist with the University of California San Diego, California State University San Marcos, and Point Loma Nazarene University. Students enrolled in these institutions are authorized to participate in the NROTC program at the University of San Diego, and may attend Naval Science classes there or San Diego State University.

Programs

There are two types of NROTC programs: the scholarship program and the college program. They differ primarily in their benefits to the student. The scholarship program provides four years of university study, followed by a commission in the Navy or Marine Corps.

Scholarship Students

Four-year scholarship program students are selected on the basis of a highly competitive annual national selection. Selectees are appointed midshipmen in the United States Naval Reserve (USNR) and provided tuition, fees, uniforms, and a stipend for books at government expense. In addition, they receive subsistence pay and summer active duty pay. Navy Option students in the NROTC scholarship program are encouraged to pursue majors in engineering or in specific science fields (mathematics, chemistry, physics, or computer science), but any other field of study leading to a baccalaureate degree is permitted. Marine Corps option students may normally enroll in any four-year course of study leading to a bachelor's degree. All scholarship students participate in three summer cruise and training programs. Upon graduation, students receive commissions as Ensigns in the United States Navy or as Second Lieutenants in the United States Marine Corps, after which they serve with the respective service. For students completing the program after October 1, 2013, the minimum period of active duty is five years, followed by three years of inactive reserve status.

Two-year scholarship program students are selected through national competition. Applicants must be in their second year of college and in good standing. Selectees for enrollment in this program attend the Naval Science Institute at Newport, Rhode Island, receiving instruction in naval science and drill, during July and August after their selection. Successful completion of the Naval Science Institute program qualifies students for enrollment in the advanced course of the NROTC program. They are provided tuition, fees, textbook stipend, uniforms, and subsistence allowance at government expense during their junior and senior years. Two-year scholarship students participate in a summer cruise between their junior and senior years. Upon graduation, commission and service requirements are the same as for four-year scholarship students.

Applications for the scholarship program may be obtained from any NROTC unit or Navy-Marine Corps Recruiting Office, or go to www.nrotc.navy.mil.

College Program Students

The College Program is designed for students who desire to qualify for a commission in the Navy or Marine Corps while pursuing normal courses of study, and have not been accepted into the scholarship program. They have the status of civilians who have entered into contract with the Navy. All College Program students must be admitted to advanced standing by the Commander of the Naval Service Training Command at the end of their sophomore year in order to continue in the program. They enlist in a component of the Naval Reserve and receive subsistence pay each month during the last two academic years. In addition, they receive active duty pay during the required summer cruise, which normally takes place between the junior and senior years. Upon graduation, students receive commissions as Ensigns in the United States Navy, or as Second Lieutenants in the United States Marine Corps, and are ordered to active duty for three years and inactive reserve status for five years.

College Program students may compete each year for scholarships. If selected, they will be appointed to scholarship status with the attendant benefits and pay

Further information on the College Program may be obtained from any NROTC unit or Navy-Marine Corps Recruiting Office, or go to www.nrotc.navy.mil.

Academic Requirements for Scholarship Students

To receive a commission, the NROTC scholarship student must complete all requirements for a bachelor's degree in accordance with university rules and regulations, as well as complete certain courses specified by the Navy. General requirements fall into two categories:

1. Naval Science requirements (Participants who complete a minimum of 18 units from this program (nine of which must be upper-division) are eligible to receive a minor in Naval Science.

Freshman Year

Introduction to Naval Science (NAVS 101)

Seapower (NAVS 102)

Sophomore Year

Leadership and Management I (NAVS 201)

Navigation (NAVS 202) (Navy option only)

Junior Year

Naval Engineering (NAVS 301)

Naval Weapons (NAVS 302) (Navy option only)

Evolution of Warfare (NAVS 310) (Marine option only)

Senior Year

Naval Operations (NAVS 401) (Navy option only)

Amphibious Operations (NAVS 410) (Marine option only)

Leadership and Ethics (NAVS 402)

2. Other courses required by the U.S. Navy:
 - Calculus (one year)*
 - Regional Studies/World Cultures (one semester)*
 - Physics (calculus-based) (one year)*
 - English (one year)*
 - National Security Policy or American Military History (one semester)

*Navy Option only

See Naval Science course descriptions on page 273.

Air Force ROTC

The Air Force Reserve Officer Training Corps (AFROTC) is a three- or four-year program designed to equip students with leadership skills and commission officers for tomorrow's Air Force. Required coursework includes lectures, a leadership laboratory practical component, panel discussions, dialogues, problem solving, and physical training. All coursework is completed on site at or near SDSU, with the exception of a four-week summer field training encampment conducted on a military base between the second and third year. The four-year program is divided into the General Military Course (first two years), and the Professional Officer Course (last two years). During the first two years, non-scholarship cadets may take classes with no military commitment, and may withdraw at any time.

Scholarships are available for qualified cadets, and may be applied towards tuition, lab fees, and other required items. In addition, scholarship students receive a non-taxable book allowance and monthly stipend. Upon successful completion of the AFROTC program and all requirements for a bachelor's degree, cadets are commissioned as second lieutenants and serve a minimum of four years in the active duty Air Force.

The University of San Diego does not have an Air Force Reserve Officer Training Corps (AFROTC) program on campus; however, through an agreement with San Diego State University, students may participate in Air Force ROTC through the SDSU College of Extended Studies. Credits earned in these classes may be transferred as electives to meet the degree requirements of USD.

There is no advance application needed to participate in the freshman or sophomore level course; however, an orientation program, held just prior to the start of the semester, is recommended. Interested students should contact the AFROTC Detachment 075 Unit Admissions Officer at (619) 594-5545.

Summer and Intersession

Intersession

The University of San Diego follows the 4-1-4 academic calendar: fall and spring semesters of approximately four months each and a January Intersession of three weeks. Although students are not required to attend Intersession, many students are able to move more quickly through their program or to lighten their load in the regular semester by taking a course during January. One 3 or 4 unit course is the maximum allowed during Intersession; USD will not accept units taken concurrently at another college or university. A maximum of four units may be transferred from another college or university to USD if a student is not concurrently enrolled at USD.

The Intersession class schedule may be obtained at the Summer and Intersession Office, Founders Hall, Room 117 or go to www.sandiego.edu/sio. See the Intersession Catalog for a detailed listing of Intersession courses, enrollment information, fee payment options and deadlines.

Summer Sessions

Academic courses are offered in sessions of various lengths over the 12-week summer period. Students may take one more unit than the number of weeks in the session (for example, four units in a 3-week session) for a total of 13 units over the 12-week period. These limits apply to any combination of courses taken concurrently at USD and another institution.

August graduates who wish to participate in the May Commencement ceremony should register by May 1 for any needed courses that are being offered at USD in the summer sessions, pay their tuition, and provide written confirmation of their enrollment to the One Stop Student Center. If the student withdraws from their summer courses after having participated in the graduation ceremony, their student account will be charged a forfeit fee equal to 100% of the tuition charges for the summer courses.

The summer sessions class schedule may be obtained at the Summer and Intersession Office, Founders Hall, Room 117 or go to www.sandiego.edu/sio. See the Summer Sessions Catalog for a detailed listing of summer courses, enrollment information, fee payment options and deadlines.

University of San Diego International Center

The University of San Diego is committed to actively promoting awareness, appreciation, and respect for the complexity of cultural, political, environmental, and social issues worldwide while creating a campus environment that

builds theoretical and practical skills needed to interact effectively in today's global society. To that end, the USD International Center houses both the Office of International Studies Abroad and the Office of International Students and Scholars, which collaborate with various units across campus to help internationalize the USD campus.

Office of International Studies Abroad

USD undergraduates in good standing may apply for a variety of international study abroad programs affiliated with the university. USD grants academic credit and grades for the programs listed in the following pages. To ensure the proper recording of units, USD students may not enroll independently, or through another institution, in a USD-affiliated program.

Students who wish to study abroad on a USD-affiliated program must have taken a minimum of 40 units at the college level with a cumulative grade point average of 2.75 or higher, and must take a minimum of 15 units while participating in the program. Students placed on academic probation and those having a deficiency notice at midterm will be disqualified, regardless of expenses incurred. Academic and disciplinary records will be reviewed to determine eligibility as part of the application process. Students must be off of disciplinary probation for one year prior to departure. Application requirements and deadlines vary by program.

Tuition for the affiliated programs is paid directly to USD and is equivalent to the USD tuition rate for full-time students. All other fees are either paid to USD or are charged by and paid directly to the sponsoring institution. Tuition remission may apply only to USD affiliated programs (see a study abroad advisor for more information about tuition remission). Tuition must be paid in full to USD 10 days prior to program start date. The USD tuition installment plan is not available for study abroad. The majority of financial assistance awarded through USD is applicable for one semester abroad with an affiliated program. Some fees incurred by the sponsoring institution may not be covered by USD financial assistance. For application deadlines and program information, contact the Office of International Studies Abroad at (619) 260-4598 or go to <http://gointernational.sandiego.edu>

Semester Study Abroad Opportunities

The following is a matrix of the current semester program offerings coordinated through the Office of International Studies Abroad. For the most current information, please visit the USD International Center in Serra Hall, room 315.

Country	Language Prereq	General Information	GPA
ARGENTINA – Buenos Aires	Varies	Program options in Buenos Aires: <ul style="list-style-type: none"> • University of Belgrano <ul style="list-style-type: none"> • Latin American Studies • Liberal Arts courses in Spanish • University of El Salvador – March 15 deadline <ul style="list-style-type: none"> • Liberal Arts, Language & Argentine Culture 	2.5
AUSTRALIA – Multiple Cities Brisbane Cairns Queensland Sydney Townsville	N/A	Program options in Australia: <ul style="list-style-type: none"> • James Cook University – Townsville & Cairns (sciences) • Macquarie University – Sydney (liberal arts) • Queensland University of Technology – Brisbane (sciences, engineering) • School for Field Studies – Queensland (science majors only) • University of Technology – Sydney (engineering), 3.0 GPA 	2.75
AUSTRIA – Vienna	2 semesters of GERM	Courses taught in English & German; One 4-credit German course is required in addition to four other classes.	3.0
BRITISH WEST INDIES – Turks & Caicos	N/A	Students participate in actual field science research. Must have one semester of college-level ecology or biology. Courses are taught in English.	2.75
CHILE – Valparaiso, Viña del Mar	Varies	Program options in Chile: <ul style="list-style-type: none"> • Pontifical Catholic University of Valparaiso <ul style="list-style-type: none"> • Liberal arts, business, and sciences courses taught in Spanish • Universidad Adolfo Ibáñez • Business and culture courses taught in English and Spanish 	2.5
CHINA – Beijing	Varies	Program options in China: <ul style="list-style-type: none"> • China Studies Institute – Beijing <ul style="list-style-type: none"> • Liberal arts courses taught in English, 3.0 GPA • Guanghua School of Management, Peking University – Beijing <ul style="list-style-type: none"> • Business courses in English, 2.75 GPA 	Varies, see notes
COLOMBIA – Bogotá	N/A	Business courses offered in English and Spanish. Students enroll at Universidad de los Andes School of Management.	2.75
COSTA RICA – Multiple Cities Atenas Heredia San José	Varies	Program options in Costa Rica: <ul style="list-style-type: none"> • Inter-American University <ul style="list-style-type: none"> • Liberal arts & business courses in English and Spanish – Heredia, 2.5 GPA • Veritas University – San Jose <ul style="list-style-type: none"> • Liberal arts courses in English and Spanish, 2.5 GPA • Latin American University of Science and Technology – San Jose <ul style="list-style-type: none"> • Liberal arts & business courses in English and Spanish, 2.5 GPA • School for Field Studies – Atenas (science majors only, 2.75 GPA) 	Varies, see notes
CUBA – Havana	4 semesters of Spanish	Please see Danielle Barbeau (dmbarbeau@sandiego.edu) in the International Center for more information about this program.	3.0

Country	Language Prereq	General Information	GPA
ENGLAND – London, Oxford, Liverpool	N/A	Program options in England: <ul style="list-style-type: none"> Center for Medieval & Renaissance Studies – Oxford, 3.5 GPA, rolling deadline St. Clare's International College – Oxford (liberal arts & business), 2.75 GPA Queen Mary University – London (liberal arts, sciences, engineering), 2.75 GPA University of Liverpool, 2.75 GPA 	Varies, see notes
FINLAND – Helsinki	N/A	Aalto School of Economics	2.75
FRANCE – Multiple Cities Aix-en-Provence Avignon Bordeaux Paris Strasbourg Reims	Varies	Program options in France: <ul style="list-style-type: none"> l'Université Catholique – Paris (Language, culture and civilization courses in French) Bordeaux Business School – Bordeaux (business courses in English), IECS School of Management – Strasbourg (business courses in English) American Business School – Paris (business courses in English) Liberal Studies Program – Aix-en-Provence French Studies Program – Avignon (all courses taught in French) Reims Management School – Reims (business courses taught in English) 	2.75
GERMANY – Multiple Cities Eichstätt-Ingolstadt Freiburg Koblenz	Varies	Program options in Germany: <ul style="list-style-type: none"> Catholic University of Germany – Eichstätt-Ingolstadt (liberal arts in English), 2.75 GPA European Union Program – Freiburg (international relations & political science), 3.0 GPA German Studies Program – Freiburg (all courses taught in German), 3.0 GPA WHU Otto Beisheim School of Management – Koblenz (business course in English), 2.75 	Varies, see notes
IRELAND – Multiple Cities Cork (Republic) Derry (Northern Ireland) Dublin	N/A	Program options in Ireland (Northern and Republic): <ul style="list-style-type: none"> University College Cork – Cork (liberal arts & business), 3.0 GPA University of Ulster, Magee Campus – Derry (liberal arts & peace studies), 2.75 GPA Trinity College Dublin (only for majors in: Computer Science, Engineering, Mathematics, and Sciences), 3.25 GPA 	Varies, see notes
HUNGARY – Budapest	N/A	Math majors only. Students enroll in the Budapest Semesters in Mathematics Program.	2.75
ITALY – Multiple Cities Florence Milan Rome	Varies	Program options in Italy: <ul style="list-style-type: none"> Bocconi University (business) – Milan, 2.75 GPA Liberal Arts & Business (in English and Italian) – Milan, 3.0 GPA Liberal Arts & Business (in English and Italian) – Florence, 2.75 GPA Liberal Arts & Business (in English and Italian) – Rome, 2.75 GPA 	Varies, see notes

Country	Language Prereq	General Information	GPA
JAPAN – Multiple Cities Nagoya Tokyo	Varies	Program options in Japan: <ul style="list-style-type: none"> Japanese and Liberal Arts Program – Nagoya, 3.0 GPA – February 15 deadline Temple University Japan Campus – Tokyo, 2.75 GPA – March 1 deadline 	Varies, see notes
KENYA – Kilimanjaro Bush Camp in Kimana	N/A	Program is offered through the School for Field Studies. Courses offered include: Wildlife Management, Wildlife Ecology, Environmental Policy, Swahili Language and Directed Research. Students must have completed one semester of college-level ecology or biology.	2.75
MEXICO – Multiple Cities Baja California Sur Guadalajara Monterrey	N/A	Program options in Mexico: <ul style="list-style-type: none"> ITESO – Guadalajara (liberal arts & business courses in Spanish), 3.0 GPA ITESM – Guadalajara (business courses in Spanish), 2.75 GPA ITESM – Monterrey (business courses in English), 2.75 GPA School for Fields Studies – Baja California Sur (science majors only), 2.75 GPA 	2.75
MOROCCO – Multiple Cities Ifrane Meknes	N/A	Program options in Morocco: <ul style="list-style-type: none"> Al Akhawayn University – Ifrane (liberal arts & business in English) Moulay Ismail University – Meknes (Culture, Language, History, Political Science) 	2.75
NEW ZEALAND – Multiple Cities Auckland Dunedin Hamilton	N/A	Program options in New Zealand: <ul style="list-style-type: none"> AUT – Auckland (all majors), 2.5 GPA University of Waikato – Hamilton (all majors), 2.5 GPA University of Otago – Dunedin (all majors), 3.0 GPA 	Varies, see notes
PERU – Lima	Varies	Program options in Peru: <ul style="list-style-type: none"> Pontifical Catholic University of Peru – Lima (liberal arts and business in Spanish) University of the Pacific – Lima (liberal arts in Spanish) 	2.75
PORTUGAL – Lisbon	N/A	Business and Economics courses in English and Portuguese. Students enroll at Universidade Nova de Lisboa.	2.75
SCOTLAND – Multiple Cities Edinburgh Glasgow	N/A	For the following majors only: Computer Science, Engineering, Mathematics, Sciences	3.25
SEA SEMESTER – Multiple Countries	N/A	Science courses as well as some liberal arts courses. Students also learn ship navigation and sailing techniques and share in duties related to running the ship while at sea. Rolling deadline	2.75
SEMESTER AT SEA – Multiple Countries	N/A	Liberal arts and business courses in English.	2.75
SOUTH KOREA – Seoul	N/A	Business courses only (in English and Korean). Students enroll at Korea University Business School.	2.75

Country	Language Prereq	General Information	GPA
SPAIN – Multiple Cities Barcelona Bilbao Madrid Toledo	N/A	Program options in Spain: <ul style="list-style-type: none"> • International Studies program – Barcelona, 2.5 GPA • Language, Culture and Economics program – Barcelona, 3.0 GPA • Liberal arts and business in Spanish – Barcelona, 2.75 GPA • ESADE Business School – Barcelona (business courses in English). 2.75 GPA • Universidad Pontificia Comillas– Madrid (liberal arts & business in English and Spanish), 2.75 GPA • Fundación José Ortega y Gasset – Toledo (liberal arts & business in Spanish), 2.75 GPA • Spanish Language and Culture – Bilbao, 2.75 GPA • Spanish, International Relations & Economics – Bilbao, 2.75 GPA 	Varies, see notes
URUGUAY – Montevideo	N/A	Business courses offered in English and Spanish. Students enroll at Universidad ORT Uruguay.	2.75

Summer / Intersession Study Abroad Opportunities

University of San Diego offers several unique international programs led by USD faculty members during the Intersession and Summer terms. Programs range in length between three to six weeks abroad. Tuition is discounted and financial aid is available. Currently, programs are offered in Argentina, China, England, France, Italy, Jamaica, Mexico, Morocco, Spain and Turkey. For a complete list of programs and courses by term, please go to <http://gointernational.sandiego.edu> or visit the USD International Center in Serra Hall, room 315. The oldest and largest summer faculty-led program coordinated by the Office of International Studies Abroad is the Guadalajara Summer Program.

Summer Program In Guadalajara, Mexico

Founded in 1542 by Juan de Oñate, Guadalajara is Mexico's second largest city. While Guadalajara prides itself on its long-standing traditions, it has established itself as a modern and efficient metropolitan city. The colonial center, comprised of four large plazas surrounding a 16th century cathedral, is evidence of the long history and Catholic influences during the early development of Mexico.

In cooperation with the Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO) in Guadalajara, the University of San Diego sponsors a six-week summer session designed to provide students with an intensive academic and cultural experience. The Guadalajara Summer Program is suitable both for students with a primary interest in learning Spanish and for those interested in taking related courses in other fields, such as, art, art history, business, dance, history, international relations,

ethnic studies, philosophy, political science, psychology, Spanish and Latin American literature, theology and religious studies, and music. Instruction is either in English or in Spanish, depending on the course, and course offerings vary each year. All units earned carry USD credit and residency.

The faculty is comprised of USD professors, visiting professors from other U.S. universities, and instructors from Guadalajara.

The program is open to undergraduate or graduate students, over 18 years of age, enrolled and in good standing at USD or another university. Applicants who are not enrolled at an academic institution are also welcome to join the group. Students may take a maximum of two 3-unit classes and one one unit course. While it is recommended that students have some knowledge of the Spanish language, or enroll in a Spanish class while in Guadalajara, no previous Spanish study is required.

Students live with a host family to enhance their cultural experience. This living arrangement enables students to learn the culture of Mexico first-hand and to expand their conversational skills through daily interaction.

The summer's experience includes planned and supervised social activities and excursions to cultural sites outside and within the city of Guadalajara.

Financial assistance awarded through USD is applicable toward the Guadalajara Summer Program for USD students only. Non-USD students should check with their home institution.

For further information contact the Guadalajara Summer Program Office located in Serra Hall, Room 315; (619) 260-7561; guadalajara@sandiego.edu; or go to www.sandiego.edu/guadalajara

Office of International Students and Scholars

The Office of International Students and Scholars is responsible for all immigration matters that affect international students and exchange visitors attending USD on non-immigrant visas. It serves as the liaison between USD, the Department of Homeland Security, the Bureau of Citizenship and Immigration Services, and the Department of State. It also monitors USD and its international students' and exchange visitors' compliance with Federal and State immigration laws and regulations, and the academic progress of all international students on F-1 and J-1 visas.

The Office of International Students and Scholars is in close contact with foreign governments, embassies, and international organizations. The office provides immigration advising for international students, exchange visitors, and all departments at USD that engage in research and academic exchanges with institutions outside the United States.

The Office of International Students and Scholars is also responsible for the welfare of all its international students and scholars. The office acts as a resource and support to international students and scholars in the transition to a new culture and environment. Assistance and advising is provided regarding the procedures, expectations, and requirements of the U.S. academic system and the opportunity for the entire campus community to interact in order to promote and encourage globalization. The Office of International Students and Scholars provides a myriad of educational, informational, and social programs that include but are not limited to:

- international student/scholar orientation
- health care issues in the U.S. and health insurance enrollment
- career planning and employment issues in the U.S. as a non-immigrant
- opportunities for community service
- international coffee hours
- international dinners
- international movies
- holidays celebrations.

The Office of International Students and Scholars is housed in the International Center located in Serra Hall Room 315; (619) 260-4598; go to www.sandiego.edu/oiss

Ahlers Center Study Abroad Programs

Ahlers Center for International Business

The John M. Ahlers Center for International Business was founded in 1994 with a generous endowment from the estate of John and Carolyn Ahlers to enhance international business education at USD. Given a lifetime of international business and service, the Ahlers believed that globalization had increased the need for managers to be developed with special skills and knowledge to handle the challenges and opportunities of an international marketplace. The Ahlers Center provides a number of programs to strengthen and acquire this needed expertise among the faculty, students, and the business community. These programs have resulted in faculty with international expertise who offer a variety of international courses and perspectives, and students who are interested and experienced in international business. These activities link faculty, students and international business leaders to share ideas and develop knowledge to operate more effectively in a global business environment.

The Ahlers Center, along with the International Center at USD, develops and coordinates study abroad programs during Intersession and Summer Sessions. These programs allow business students the opportunity, over a relatively short time period, to have a study abroad business-oriented experience. In addition to study abroad opportunities, the Ahlers Center annually sponsors International Executives-in-Residence, bringing business leaders to campus and the classroom. The Ahlers Center also invites distinguished international business faculty for special guest lectures or to offer courses as visiting faculty at USD.

All of these activities, and others, have created a Center of Excellence in International Business at USD that permeates throughout the curriculum and into a variety of programs. For more information about the Ahlers Center for International Business, please call (619) 260-4896 or go to www.sandiego.edu/ahlers



the college of **arts and sciences**

The College of Arts and Sciences

The College of Arts and Sciences is a liberal arts college that is both historically and educationally the core of USD. The intellectual disciplines within Arts and Sciences assist students in developing a coherent, integrated, and rich world view. Students in the college spend their undergraduate years discovering themselves as individuals, probing the commonalities of our lives on this planet, and deepening their appreciation of the sacred. In all disciplines in the college, the meanings of life in all its forms and processes are explored. Likewise, each intellectual discipline in the college reflects a sense of community by involving students in a network of scholars. Many areas in Arts and Sciences immerse students in intensive study of the patterns of human, social, and cultural organization. In addition, all curricula in the college emphasize higher order cognition and the centrality, precision, and integrity of written and oral communication.

The intellectual vitality of arts and sciences is manifested at three levels:

1. exposure to the most current information on our complex social and physical worlds
2. cross-disciplinary integration of methods and perspectives
3. rigorous application through writing, research, oral communication, creative expression, and personal-career development.

Arts and sciences faculty, then, are dedicated to a cooperative effort with students to construct knowledge from information, to shape wisdom from knowledge, and to secure competence that is united with conscience and a sense of values. Success will be evidenced in a renewed wonder at life, increased self-discipline, and a more refined sense of the potential of community.

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Anthropology

Angelo R. Orona, PhD, CHAIR

Alana K. Cordy-Collins, PhD

Jerome L. Hall, PhD

The Anthropology Major

Anthropology is the study of being human, culturally and biologically, currently and in the past. The objectives of the anthropology program demonstrate this holistics by focusing on the concept of culture and the fact of human biology. Analytical studies of human behavior contribute temporal and cross-cultural comparative perspectives to the larger body of scientific inquiry, thus grounding the student in fundamental concepts. As the holistic discipline of being human, anthropology has application for all fields of endeavor. Courses in anthropology are particularly suitable for students interested in international business, resource management, environmental concerns, teaching, educational administration, public service, and archaeology.

The major program in anthropology will (1) prepare the interested undergraduate for graduate studies in anthropology and, (2) provide a sound background for all humanistically-related vocations.

Upon completion of 12 semester units of anthropology with a 3.0 or better GPA, students are eligible to join the Gamma Chapter of Lambda Alpha, the National Collegiate Honor Society for anthropology.

Resources of the anthropology program include the Anthropology Museum, the David W. May American Indian Collection & Gallery, Archaeological Field Schools, the Anthropology Laboratory, and the Research Associates.

Preparation for the Major

ANTH 101, 102, and 103

Major Requirements

27 units of upper-division coursework chosen in consultation with the advisor, including 349W (satisfies core curriculum writing requirement), and including:

1. one biological anthropology course selected from ANTH 310, 311, 312, 313, 314
2. one cultural anthropology course selected from ANTH 320D, 321D, 323D, 327, 328, 370, 380
3. one archaeology course selected from ANTH 330D, 331D, 332, 334, 335, 336, 339, 390
4. ANTH 460, 495
5. one topical course selected from ANTH 360, 362, 364, 463, 470
6. one internship
7. one 3-unit anthropology elective course.

The Anthropology Minor

ANTH 101, 102, 103, and nine upper-division units.

Satisfaction of Core Curriculum Requirements

ANTH 101, 102, and 103 may be used to satisfy the core curriculum requirement in the Social Sciences area.

The Social Science Teaching Credential

Students wishing to earn a Social Science Teaching Credential may do so while completing a major in anthropology. The specific requirements for the teaching credential differ from general requirements for the anthropology major. Students should consult the department chair.

Introductory Courses

ANTH 101 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY (3)

An investigation of the nature of humankind, including the history of evolutionary theory, the fossil record, dating techniques, primate evolution and behavior, and human heredity, variation, and adaptation. Every semester.

ANTH 102 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3)

An introduction to the nature of culture, techniques of fieldwork, linguistics, components of cultural systems, such as subsistence patterns, socio-political organization, religion, worldview, diversity, change, and current problems. Every semester.

ANTH 103 INTRODUCTION TO ARCHAEOLOGY (3)

A discussion of the techniques and concepts used by archaeologists for developing insights into the behavior of past societies; a survey of past societies as revealed by archaeological research. Every semester.

Biological Anthropology Courses

ANTH 310 HUMAN EVOLUTION (3)

An examination of early developments and current knowledge about hominid origins. New scientific discoveries which are shedding light on early hominids will be investigated, as will evidence of human biological and cultural adaptation, and the theories surrounding modern humans and their relationships to the Neandertals. Prerequisite: ANTH 101 or consent of instructor.

ANTH 311 PRIMATOLOGY (3)

An introduction to the study of non-human primates: prosimians, New World monkeys, Old World monkeys, and apes. The course focuses on primate behavior and how it relates to the study of human biocultural evolution. Of special concern are the relationships and adaptations of the primates to varied environments. The primate collection at

the San Diego Zoo will be an integral part of the course. Various observational and data collecting techniques will be employed in zoo projects. Prerequisite: ANTH 101 or consent of instructor.

ANTH 312 PALEOPATHOLOGY (3)

An introduction to the study of ancient human pathologies through the study of bones and mummies. The course will focus on how the human skeletal system adapts to trauma, disease organisms, and environmental conditions, such as diet, climate, temperature, soil, and water. Basic skeletal anatomy and other osteological techniques such as age and sex determination will be an essential part of the course. Current problems in epidemiology will be examined in relation to diseases of the past. Prerequisite: ANTH 101 or consent of instructor.

ANTH 313 FORENSIC ANTHROPOLOGY (3)

A survey of the techniques used by forensic anthropologists to assist in the identification of human skeletal remains. The course will focus on learning how to tell human from animal bones, sex identification from the skeleton, age estimation from bone and teeth, stature estimation from measurements of limb bones, and occupational inferences from stress marks on bones. Prerequisite: ANTH 101 or consent of instructor.

ANTH 314 BONES: HUMAN OSTEOLOGY (3)

The study of the human skeleton in two main areas: identification of recently deceased individuals in a legal context, and historic or prehistoric remains as a contribution to human history. This hands-on course will include bone biology, development, growth, variation, and repair. Students will identify all parts of the skeletal system and dentition and learn how to measure bones and identify non-metric features and stress markers. Prerequisite: ANTH 101 or consent of instructor.

Cultural Anthropology Courses

ANTH 320D NORTH AMERICAN INDIAN CULTURES (3)

A survey of prehistory, history, social organization, economy, worldview, and contemporary issues of American Indian and Inuit groups across North America (north of Mexico) from ethnohistorical and applied anthropology perspectives. Regional adaptations stemming from environmental and intercultural linkages are highlighted. Prerequisite: ANTH 102 or consent of instructor.

ANTH 321D CALIFORNIA AND GREAT BASIN INDIAN CULTURES (3)

An overview of the environment and cultural history of native California and the neighboring Great Basin region. Close examination of Southern California groups: Gabrieleño, Serrano, Cahuilla, Cupeño, Luiseno, and Kumeyaay cultures and contemporary issues. Lecture-

discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included. Prerequisite: ANTH 102 or consent of instructor.

ANTH 323D SOUTHWEST INDIAN CULTURES (3)

A survey of the ethnography of Native Americans in the Greater Southwest (the American Southwest and the Mexican Northwest). Emphasis on the interplay of each culture with its ecological environment and surrounding cultures, particularly the historically dominant colonial European settlers. Prerequisite: ANTH 102 or consent of instructor.

ANTH 327 SOUTH AMERICAN INDIAN CULTURES (3)

A survey of the aboriginal populations of South America; origins and development of culture types as revealed by archaeology, biological anthropology, colonial writings, and modern ethnographic studies. Prerequisite: ANTH 102 or consent of instructor.

ANTH 328 CARIBBEAN CULTURES (3)

A survey of the environments, ethnohistory, cultures, and current concerns of the peoples of the Caribbean region, including the Greater and Lesser Antilles and the east coast of Central America. Prerequisite: ANTH 102 or consent of instructor.

ANTH 370 INDIGENOUS RELIGIONS (3)

An examination of the elements, forms, and symbolism of religion among indigenous peoples; role of religion in society; anthropological theories of belief systems. Prerequisite: ANTH 102 or consent of instructor.

ANTH 380 CULTURAL DIVERSITY (3)

A cross-cultural study of social systems; principles of organization and relationships of society to ecological conditions; methodology of comparisons; and ethnographic materials. Prerequisite: ANTH 102 or consent of instructor.

Archaeology Courses

ANTH 330D NORTH AMERICAN ARCHAEOLOGY (3)

An examination of the development of the prehistoric cultures of North America from the earliest occupations to the historic period. This course examines the evidence for the first migrations into the North America and subsequent development of the diversity of Native American cultures. The culture area approach will be used to organize the class discussions. The primary emphasis will be the culture areas north of Mexico, but developments in Mesoamerica will be discussed where relevant. Prerequisite: ANTH 103 or consent of instructor.

ANTH 331D SOUTHWESTERN ARCHAEOLOGY (3)

An examination of the development and changing face of human adaptation in the southwestern part of North America since the earliest human occupations. Views based on archaeological evidence are emphasized. The course highlights the diversity of environmental zones and shifting strategies of resource utilization seen in the region that date from prehistoric times to the end of the 19th century. Prerequisite: ANTH 103 or consent of instructor.

ANTH 332 MESOAMERICAN ARCHAEOLOGY (3)

An introduction to the accomplishments of the ancient inhabitants of Mesoamerica (Mexico, Guatemala, Belize, Honduras, and El Salvador). The course focuses on the achievements of the Olmecs, Mayas, Toltecs, and others in the areas of art, ideology, writing, calendrics, mathematics, and politics. Prerequisite: ANTH 103 or consent of instructor.

ANTH 334 SOUTH AMERICAN ARCHAEOLOGY (3)

An introductory survey of the prehistoric cultures of Peru, Bolivia, Ecuador, and Chile. The focus of the course is upon the artistic, ideological, social, and economic aspects of the Cupisnique, Moche, Nasca, Inca, and other cultures. The development and evolution of prehispanic Andean society are examined from a processual viewpoint. Prerequisite: ANTH 103 or consent of instructor.

ANTH 335 NAUTICAL ARCHAEOLOGY (3)

An introduction to the practice of archaeology underwater. This course examines maritime-based civilizations and their impact on society. Emphasis is placed on the role of the ship in exploration, discovery, contact, empire, trade, and warfare. Prerequisite: ANTH 103 or consent of instructor.

ANTH 336 PRE-CLASSICAL SEAFARING (3)

A survey course that will examine the advent of seafaring through the iconographic and archaeological records, from the earliest of times up to the Classical Period in the Mediterranean. Prerequisite: ANTH 103 or consent of instructor.

ANTH 339 POST-MEDIEVAL SEAFARING AND EMPIRE (3)

A survey course that examines the advents of shipbuilding and seafaring to promote Empire in the New World. Beginning with Columbus' voyages at the close of the fifteenth century and concluding with the American Civil War, students will utilize archaeological and historical sources to better understand colonization, waterborne commerce, and naval warfare. Prerequisite: ANTH 103 or consent of instructor.

ANTH 390 ARCHAEOLOGY OF THE BIBLE (3)

A two-fold broad-based survey course emphasizing historical contexts, archaeological sites, and material

culture from the Early Bronze through Iron Ages in the Eastern Mediterranean world, corresponding to historical and literary references in the 1) Bible (Tanakh) and 2) New Testament. Prerequisite: ANTH 103.

Methods Courses**ANTH 341 MUSEOLOGY (3)**

An introduction to museum work combining theory, critique, and practice. The course presents the history of museums, the development of curation and conservation practices, and focuses on the educational role of modern museums through exhibit design and installation. Field trips to local museums and galleries are requisite. Prerequisite: ANTH 102, 103, or consent of instructor.

ANTH 343 THE ANCIENT DEAD: BIOARCHAEOLOGY (3)

An examination of how archaeologists and biological anthropologists excavate and analyze the remains of past societies. Students are introduced to the theories, methods, and techniques of fieldwork and laboratory analysis. Basic skeletal and artifact analysis is the core of the course. Lectures, readings, group discussions, digital presentations, and guest speakers are also included. Field trips may supplement the core material. Prerequisite: ANTH 101, 103 or consent of instructor.

ANTH 349W WRITING ANTHROPOLOGY (3)

A practicum in anthropological writing including professional publication (books and journals), grant proposals (both for funds and fellowships), popular journals, museum exhibition catalogs, and electronic media. Students in this course will learn to communicate effectively in various formats following guidelines established by the American Anthropological Association, American Association of Museums, and funding agencies such as the National Science Foundation. Prerequisite: ANTH 101, 102, or 103. Every fall semester.

ANTH 460 ETHNOGRAPHIC FIELD METHODS (3)

A fieldwork course that applies standard ethnographic methods of participant/observation and interviewing techniques, life history studies, demographic method, genealogical method, and etic-emic distinctions. No library work required. Student initiates individual field research projects using ethnographic techniques. Prerequisite: ANTH 102 or consent of instructor. Every spring semester.

Topical Courses**ANTH 360 NAUTICAL ANTHROPOLOGY OF CALIFORNIA (3)**

A survey course that examines the advent of seafaring in California, from the Paleolithic to Modern Ages. Students will utilize archaeological and historical sources to explore a variety of strategies for resource utilization, water-borne commerce, and the burgeoning naval defense industry,

beginning with early coastal settlers and ending in the 21st century. Emphasis will be placed on San Diego's maritime history. Prerequisite: ANTH 103 or consent of instructor.

ANTH 362 PIRACY IN THE NEW WORLD (3)

An examination of the sociology of seafaring communities through the historical record of piratical activity, the economic impact of piracy on contemporary societies, the archaeological evidence of pirate ventures, the sensationalism of pirate legend, and the cultural responses to the influences of the pirate phenomenon. Prerequisite: ANTH 103 or consent of instructor.

ANTH 364 SURF CULTURE AND HISTORY (3)

This course examines the historical and socio-cultural components of one of Southern California's fastest growing leisure activities. Successful participation in this sport and membership in its local subcultures are contingent upon specialized knowledge of geography, wave physics, weather patterns, ocean biota, board design, and the often complex yet subtle intricacies of regional customs. Emphasis is placed on surfing's Polynesian roots and their transmission — via the Hawaiian Islands — to Southern California, whence surf music, literature, art, and movies have become ambassadors for an international phenomenon. Prerequisite: ANTH 102 or consent of instructor.

ANTH 463 ANTIQUITIES: WHO OWNS THE PAST? (3)

An anthropological investigation of ethical ownership of the past. The black-market in antiquities is a multi-million dollar a year business despite the attempt of most countries to stake legal claim to such objects as national patrimony. This course examines the current chain of events in antiquities trafficking, from the peasant digging in his field to sales in the world's premier auction houses. It also examines the means by which most of the world's museums came by their antiquities collections and the controversy concerning their continued ownership. Prerequisite: ANTH 103 or consent of instructor.

ANTH 470 SHAMANS, ART, AND CREATIVITY (3)

An investigation of the phenomenon of art in human society from earliest times to the present. The course considers art as an integral part of culture and examines the role of the shaman in art's origins. The course samples a wide range of art traditions in their cultural context, such as that of the Huichols of northwestern Mexico, the Shipibo of eastern Peru, and the Tungus reindeer herders of Siberia. Prerequisite: ANTH 102 or consent of instructor.

ANTH 494 ISSUES IN ANTHROPOLOGY (3)

Critical discussions with regard to major issues confronting the various sub-disciplines of anthropology. May be repeated for anthropology elective credit if topic differs. Prerequisite: consent of instructor.

ANTH 495 RESEARCH SEMINAR (3)

A capstone course wherein students develop a special topic that contributes new knowledge in the discipline. Research includes laboratory, field, or library investigation. Prerequisite: ANTH 349W or consent of instructor.

ANTH 498 INTERNSHIP (3)

An apprenticeship to be undertaken within the San Diego anthropological community (that is, San Diego Museum of Man, the San Diego Archaeological Center, the Office of the San Diego County Archaeologist, CALTRANS, etc.). The apprenticeship will be developed by the student, his or her mentor, and the Department of Anthropology. Prerequisite: consent of department chair. Every semester.

ANTH 499 INDEPENDENT STUDY (1-3)

A project developed by the student in coordination with an instructor that investigates a field of interest to the student not normally covered by established anthropology courses. Prerequisite: consent of instructor and department chair. Every semester.

Art

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 Sally E. Yard, PhD
 John Halaka, MFA
 Daniel López-Pérez, MS, MA
 Duncan McCosker, MFA
 Saba M. Oskoui, MFA
 Juliana Maxim, PhD
 Jessica Patterson, PhD
 Allison Wiese, MFA

The Majors

The Department of Art is home to visual arts, art history, and architecture majors. Our students are introduced to a great variety of artistic practices, both traditional and emerging, before concentrating in one of these disciplines. Dedicated to exploring the creative practices at the forefront of our disciplines, we believe that art and architecture not only mirror the society in which they are produced, but also shape it: we are most interested in art's potential to offer a critique of culture and help envision a better environment for the future.

The Visual Arts Major

A primary objective of the visual arts program is to guide the student, major and non-major alike, to a practical understanding of many of the languages and traditions of visual expression. The program encourages a holistic exploration of the arts, while simultaneously requiring art majors to develop advanced skills in at least one of the following sub-disciplines: Art, Technology and Critical Studies (ATaCS); drawing; new media; painting; photography; sculpture; and visual communications. Visual arts majors who are considering graduate study are encouraged to complete a minor in art history.

Preparation for the Major

Students are required to complete four of the following: ARTV 101, 103, 104, 108, 160, and two of the following: ARTH 133, 134, 135, 138, 330. (ARCH 121 can be substituted for ARTH 135. Students selecting an emphasis in ATaCS — are encouraged to take ARTV 104, 108 and 160, and should complete ARTH 109 and either ARTH 134, 135 or 138.)

Visual arts students are strongly encouraged to complete the above six courses by the end of their sophomore year.

The Major

- Select at least one area of specialization from the sub-disciplines of visual arts.
- Complete 28 upper-division units of visual arts (ARTV) including ARTV 478 (Senior Thesis Studio Seminar) and ARTV 495 (Senior Thesis). At least 9 of the total 28 upper-division units in visual arts need to be in the selected area of specialization.
- Complete ARTH 334.

Additional Requirements

- Students must participate in a junior review during the second semester of the junior year.
- Senior Thesis Studio Seminar must be completed during the first semester of the senior year.
- ARTV 495 (Senior Thesis) must be completed during the second semester of the senior year.
- Students must take at least one upper-division course in their selected area of specialization during their senior year.
- Students selecting drawing or painting as an area of specialization must take ARTV 302.

Recommended Elective Courses

For students selecting a specialization in drawing or painting:

ARTH 333 Modern Art: 1780-1920 (and other upper-division art history courses)
 PHIL 480 Philosophy of Art

Recommended Program of Study, Visual Arts Majors

Freshman Year	Sophomore Year	Junior Year	Senior Year
Semester I	Semester I	Semester I	Semester I
Preceptorial (3)	ARTH 133 or 136 or 138 (3)	ARTV electives (9)	ARTV 478 (3)
ARTV 101 (3)	ARTV 108 (3)	CC or electives (6-7)	ARTV electives (6)
FCC or electives (9-10)	ARTV 160 (3)	Semester II	Electives (6)
Semester II	CC or electives (6)	ARTH 334 (3)	Semester II
ARTV 103 (3)	Semester II	ARTV electives (6)	Senior Thesis
ARTV 104 (3)	ARTH 134 or 135 (3)	CC electives (6)	ARTV 495 (1)
CC or electives (9-10)	ARTV 302 (3)	Junior Review	ARTV electives (9)
	CC or electives (9)		Electives (6)

ENGL 376 Topics in Creative Writing

For students selecting a specialization in Visual Communications:

- COMM 300 Human Communication Theory
- COMM 475 Intercultural Communication
- COMM 440 Symbolic Processes
- COMM 435 Principles of Production
- PHIL 338 Environmental Ethics
- PHIL 274 Twentieth Century Continental Philosophy

For students selecting a specialization in photography:

- ARTH 333 Modern Art 1780-1920 (and other upper-division art history courses)
- ARTH 336 History and Theory of Photography

Art, Technology and Critical Studies Emphasis (ATaCS)

The intention of art, technology and critical studies is to integrate the making of art with the critical study of art. Students are prepared to be artists as both creative public intellectuals and cultural producers. The lower- and upper-division requirements are drawn from both studio art courses and art history courses, with an emphasis on technology and its application to the making of art. Having completed the lower-division requirements outlined above, students with an emphasis in ATaCS should complete the following upper-division requirements:

- a. required upper-division visual arts courses:
ARTV 364, 382, 424
- b. required upper-division art history courses:
ARTH 338*, 345
- c. complete one of the following: ARTV 308** or ARTV 420
- d. complete three courses from the following list with at least one of those courses coming from the art history area:
Visual arts courses: ARTV 308**, 320, 353, 361, THEA 370
Art history courses: ARTH 354, 355, 356, 393, THEA 369
- e. participate in a junior review during the second semester of the junior year
- f. complete ARTV 478 – Senior Thesis Studio Seminar during the first semester of the senior year
- g. complete ARTV 495 – Senior Thesis during the final semester of the senior year.

*ARCH 321 can be substituted for ARTH 338.

**ARTV 308 may only be taken once and will only fulfill requirements in one of the above-designated areas in the ATaCS emphasis.

Please note that under certain circumstances substitution of classes will be allowed with advisor's approval.

The Art History Major

Courses in art history examine art and visual culture in their contexts: probing the intertwining of form, content and meaning; and investigating the theoretical lenses that have been enlisted to discern the import of art, architecture and material culture.

Art History majors choose one of three sub-disciplines:

1. Art History (general)
2. Art Administration
3. Public Art and Architectural Culture

Preparation for the Major

Students should complete two of the following courses:

ARTH 133, 134, 135, 138. (ARCH 121 can be substituted for ARTH 135; students considering the public art and architectural culture emphasis are encouraged to take ARTH 135 or ARCH 121.) As part of the art history major, students should complete two visual arts courses.

Art History (General)

28 upper-division units in art history. ARTH 395 Methods in Art History and ARTH 495 Senior Thesis are required for graduation.

Art Administration

An art history emphasis is allied with studies in business and administration, in preparation for positions in art-related businesses and institutions. Prerequisites are as in the major.

1. Art components: ARTH 334, 339, 340, 395, 495, 498 and four other upper-division art history courses. ARTH 395 Methods in Art History is required for graduation.
2. Management components: Business minor, or the following courses: ACCT 201, ENGL 304W, COMM 103, ITMG 100, POLS 125 or 340, SOCI 110. ECON 101 is recommended.

Public Art and Architectural Culture

This program encourages students to address contemporary social/cultural circumstances in the light of an historically grounded sense of visual expression and material culture. Courses in the history and theory of art, architecture and the city will be augmented by studies in other fields appropriate to each student's interests. Public art and architectural culture is conceived for students who intend to move into fields such as architecture, architectural history and historic preservation or public arts programs, and who will work toward creative strategies of urban

intervention. Prerequisites are as in the major. Students should complete 28 upper-division units in art history, including ARTH 395 Methods in Art History and Arth 495 Senior Thesis. At least six of these courses should be selected from the following:

ARTH 330, 331, 334, 338, 339, 342, 343, 345, 354, 355, 356, 382, 393 (ARCH 321 can be substituted for ARTH 338; ARCH 322 can be substituted for ARTH 342; ARCH 323 can be substituted for ARTH 343).

The Architecture Major

The architecture major is a pre-professional program leading to a BA degree within the four-year curriculum of the College of Arts and Sciences. Its primary goal is to introduce students to architecture as a cultural practice that structures both the physical and social environment. In addition to core courses in architectural history, analysis and design, architecture majors will be introduced to a wide range of disciplines and creative studio practices that contribute to an architect's breadth of knowledge and problem-solving skills.

The architecture major also prepares students for graduate programs in architecture and the allied fields such as landscape architecture, interior design, urban design, urban planning, historic preservation, art and architectural history. Students interested in moving to careers in civil engineering, real estate, or working for international, public, or non-governmental development agencies are encouraged to enroll in the architecture major in addition to a major or a minor in engineering, environmental studies, business administration, sociology, ethnic studies or international relations.

Preparation for the Major (Lower-division, 17 Units)

1. Foundations in Architectural Design (8 units):

- ARCH 101 Introduction to Architecture Studio (4)
ARCH 102 Architectural Design Studio I (4)

2. Foundations in the History and Theory of Architecture (six units):

- ARTH 136 The Year 1500: A Global History of Art and Architecture (3)
OR

- ARTH 138 Art and Visual Culture (3)
ARCH 121 Introduction to Modern Architecture (3)

3. One Lower-division Course in Studio Arts (3 units from):

- ARTV 101 Fundamentals of Drawing (3)
ARTV 103 Design Foundations (3)
ARTV 104 Foundations in Form, Space, and Time (3)
ARTV 108 Introduction to New Media in Art (3)
ARTV 160 Photography (3)
THEA 220 Fundamentals of Theatrical Design (3)

Upper-division Requirements (30 units):

1. Architectural Design (4)

- ARCH 301 Architectural Design Studio II (4)

2. History and Theory of Architecture and the City (nine units from):

- ARCH 321 City and Utopia (3)
ARCH 322 Contemporary Architecture (3)
ARCH 323 Memory, Monument, Museum (3)
ARCH 330 Special Topics in History of Architecture (3)
ARCH 340 Biography of World Cities (3)

3. Elective from Outside the Department of Art (three units from):

- ENVI 312 Introduction to GIS (3)

Recommended Program of Study, Architecture

Freshman Year

Semester I

- ARCH 101
Core curriculum or
electives

Semester II

- ARTH 136 or ARTH 138
ARTV 101, 103, 104,
108, or 160 Studio Arts
elective
Core curriculum or
electives

Sophomore Year

Semester I

- ARCH 102
Core curriculum or
electives

Sophomore Year

- Semester II
ARCH 121
Core curriculum or
electives

- Summer of Sophomore/
Junior Year
ARCH 340
(study abroad course
recommended but not
required)

Junior Year

Semester I

- ARCH 301
ARCH 321, 322, 323,
330 or 340
Electives

Semester II

- ARCH 302
ARCH 321, 322, 323,
330 or 340
Upper-division elective
in ENVI, ETHN, HIST,
SOCI, THEA
(see list) electives

Senior Year

Semester I

- ARCH 495 or repeat
ARCH 302
ARCH, ARTV, or
ARTH 301 or higher.
Upper-division
department elective
Electives

Semester II

- ARCH 496
ARCH, ARTV, or
ARTH 301 or higher.
Upper-division
department elective
Electives

ENVI 313	Geospatial Information Systems for Organizations
ENVI 314	Introduction to Maps and Spatial Data Analysis (3)
ENVI 315	Geographic Information Systems (3)
ENVI 420	Introduction to Remote Sensing (4)
ENVI 485	Environmental Geology (4)
ETHN 361	Immigration at the U.S.-Mexico Border: Ethnicity, Race and Gender (3)
HIST 334	European Art and Architecture in Context (3)
HIST 390	Art and Architecture in California (3)
POLS 342D	Urban Politics (3)
SOCI 363	The Modern Urban Community (3)
SOCI 400	Introduction to Urban Planning (3)
SOCI 450	Culture and the Metropolis (3)
SOCI 455	Cities in a Global Context (3)
THEA 305	Technical Theatre with Lab (4)
THEA 320	Scenic Design (3)

4. Upper-division Electives in Architecture, Visual Arts, Art History (at least 9 units from):

ARCH, ARTV, ARTH 301 or higher

5. Architectural Research and Thesis (5 units):

ARCH 302 Architectural Design Vertical Studio (4)
OR

ARCH 495 Senior Project Studio Seminar (4)
(ARCH 302 may be repeated for credit)

ARCH 496 Senior Thesis in Architecture (1)

The Minors

The Visual Arts Minor

The minor in visual arts requires four courses selected from the following: ARTV 101, 103, 104, 108, 160; two courses selected from ARTH 133, 134, 135, 138; and 12 upper-division visual arts units (ARCH 121 can be substituted for ARTH 135).

The Art History Minor

The minor in Art History consists of a total of 18 units in art history including two courses selected from ARTH 133, 134, 135, and 138; 9 upper-division art history units; and one additional upper- or lower-division art history or visual arts course (ARCH 121 can be substituted for ARTH 135).

Art History majors and minors are encouraged to consider some of the following courses for fulfillment of core curriculum and elective requirements:

COMM 130	Introduction to Media Studies
COMM 336	Communication Criticism
HIST 300W	Historian's Methods
PHIL 274	Twentieth Century Continental Philosophy

PHIL 474	Studies in Contemporary Continental Philosophy
PHIL 480	Philosophy of Art

The Architecture Minor

The architecture minor provides students a foundation in the history and theory of architecture and the city in addition to basic design skills.

The minor requires the completion of 6 courses with a total of 20 units as listed below:

Foundations in Studio Art:

Three lower-division units from: ARTV 101, 103, 104, 108 or 160

Architectural Design:

Four lower-division units from: ARCH 101 or 102

Four upper-division units from: ARCH 301 or 302 (ARCH 302 can be repeated for credit)

History and Theory of Architecture and the City:

Three lower-division units: ARCH 121

Six upper-division units from: ARCH 321, 322, 323, 330 or 340

Visual Arts Courses (ARTV)

ARTV 101 FUNDAMENTALS OF DRAWING (3)

Introduction to the fundamental elements and principles of drawing. Exploration of a variety of dry and wet media. Primary emphasis on developing the student's perceptual capabilities and representational skills. Every semester.

ARTV 103 DESIGN FOUNDATIONS (3)

Study of two-dimensional design principles stressing the dynamics of line, shape, value, texture, color, spatial relationships, and composition. This course introduces students to the basics of visual communications. Every semester.

ARTV 104 FOUNDATIONS IN FORM, SPACE, AND TIME (3)

A critical exploration of how we as artists relate to the material world, and how that world in turn influences the work we make. Students will investigate a variety of media and artistic practices through projects, readings, slide presentations, and discussions. The class will examine social, cultural and environmental issues, and their impact on meaning and perception in art. Every semester.

ARTV 108 INTRODUCTION TO NEW MEDIA IN ART (3)

In this course, students work with strategies involving adaptation and appropriation to create narrative and collage print based projects. Students are encouraged to refine their abilities to interpret images, learn how to choose and work with various types of source materials and create art pieces that communicate an intended meaning to viewers.

Additionally students gain a basic understanding of Adobe Photoshop, Illustrator and InDesign. In this course, students are encouraged to explore the world of independent media by critically engaging in contemporary debates and creatively expressing themselves through various digitally based technologies. Topics have included: monument, collage, mapping, propaganda and zines.

ARTV 115 INTRODUCTION TO ARCHITECTURAL DESIGN: EXPERIMENTS IN DWELLING (3)

In this studio, students explore and design housing types of different densities through the fundamental representational techniques of architecture: plan, section, elevation, axonometric projection and model-making. Under the theme of inhabitation, a series of assignments introduce the students to the various scales of architectural intervention, from the dimensions of the human body all the way to the territory of the city.

ARTV 160 PHOTOGRAPHY (3)

An introductory lecture and laboratory course that stresses black and white film technique and darkroom procedures. The course encourages the student to investigate photography as a medium of personal expression. Students must have access to a traditional film camera and purchase listed materials for the course as required. Every semester.

ARTV 300 VISUAL COMMUNICATIONS (3)

Study of design concepts, form analysis, and development of visual thinking for creative problem solving. Lectures, discussions, and class presentations explore historical, cultural and contemporary issues and practices in visual communications. May be repeated for credit. Fall semester. Prerequisites: ARTV 103, 108. May be taken concurrently with ARTV 108.

ARTV 302 INTERMEDIATE DRAWING (3)

The primary objective of this course is to investigate the intimate relationship between form and content in the creation of images. Drawing projects, lectures, and critiques will stress the organization of the pictorial field and the technical manipulation of the material as means for identifying and articulating the artist's intentions. Students will be guided through the process of developing visually compelling drawings that are technically and conceptually sophisticated. Required for art majors selecting a specialization in drawing or painting. Spring semester. Prerequisite: ARTV 101.

ARTV 304 INTRODUCTION TO PRINTMAKING / BOOK ARTS (3)

Basic techniques and expressive possibilities of intaglio and relief printmaking and their application to artists' books. Consideration of word/image relationships, image sequencing and final presentation. May be repeated for credit. Prerequisites: ARTV 101.

ARTV 306 SPECIAL TOPICS IN THE VISUAL ARTS (3)

An in-depth investigation in a studio setting of selected topics in the visual arts. Issues of current and historical interests, methods, and techniques are addressed. May be repeated when topic changes. Consent of instructor or coordinator is required.

ARTV 308 WEB ART (3)

We will be using the Web as a creative medium to examine various issues in telecommunications. Students will learn Web-based production skills. Past projects have included: blogs, mash-ups, Flash animations, interactive Flash instruments, online interventions, the curation of digital collections and the production of experimental narrative websites. Prerequisite: ARTV 108.

ARTV 315 ARCHITECTURAL DESIGN STUDIO (3)

An introduction to the fundamentals of architectural design. Students acquire techniques of representation and design skills through a series of specific assignments of increasing complexity and scale. Design assignments, which vary each year, will focus on the intersections of physical, cultural and social spaces, and will introduce students to the architect's responsibility toward society.

ARTV 320 VIDEO STUDIO (3)

For nearly half a century video has played an important role in the studio arts. This course is composed of screenings, lectures, demonstrations, and labs. This course will help students develop production based skills such as shooting/editing video and authoring DVDs. Students will also be encouraged to examine important historical and theoretical issues as they relate to video and performance art today.

ARTV 328 FUNDAMENTALS OF PAINTING (3)

Introduction to the fundamental principles, tools, and techniques necessary for successful expression through the language of painting. The primary emphasis throughout the semester will be on developing the student's technical proficiency with the medium of painting and enhancing eye/hand coordination. The majority of paintings will be developed from direct observation, with a few projects exploring the artist's subjective interests. May be repeated for credit when ARTV 429 is not offered. Prerequisite: ARTV 101. Every semester.

ARTV 344 FIGURE DRAWING (3)

A studio course emphasizing the structure and anatomy of the human figure. A variety of drawing techniques and media will be utilized to depict the live model. May be repeated for credit. Prerequisites: ARTV 101.

ARTV 350 ART FUNDAMENTALS (3)

A study of the fundamentals of art as they relate to creative and mental growth. Emphasis is placed on the stages of development from preschool through junior high school.

Hands-on experience with appropriate media and techniques, combined with motivational topics that help in establishing the creative atmosphere, which stimulates growth of visual expression. Prerequisite: consent of instructor. Intended for liberal studies majors or with permission of instructor.

ARTV 353 COLOR PHOTOGRAPHY (3)

An introduction to the aesthetic and technical considerations of color photography. The course covers basic camera operation, techniques for exposing and processing strategies for color positive film, and the development of critical issues of color photography. The class includes an introduction to digital imaging, including image scanning and storage strategies, image manipulation, color correction, and digital photographic printing. All prints will be made digitally in the computer lab.

ARTV 354 PHOTO STRATEGIES (3)

In this course photographs are made in an attempt to discover one's unique voice by building upon the foundation laid by exemplary photographers. The study of artists selected by the student is encouraged through assigned readings, discussions, lectures, and writing assignments. Photographs are made in color and black and white, with both digital and traditional media. Students must have access to a traditional film camera and purchase listed materials for the course as required.

ARTV 361 ADVANCED PHOTOGRAPHY (3)

Advanced lecture and laboratory course that continues to develop technical skills and encourage the growth of a personal aesthetic in photography. Advanced topics include the 4 x 5 camera, non-silver printing, color digital printing, and special topics of student interest. Students must have access to a traditional film camera and purchase listed materials for the course as required. May be repeated for credit. Prerequisite: ARTV 160.

ARTV 362 PORTRAITS IN PHOTOGRAPHY (3)

This course engages the student in making portraits in color and black and white photographic media. Students are required to complete a body of work reflecting the concerns of portraiture within a fine arts context. A camera is required. Materials not included. Fall semester.

ARTV 364 INTRODUCTION TO SCULPTURE: FORM, CONTENT, CONTEXT (3)

A preliminary exploration of media and methods that will form the basis of an ongoing dialogue between object and artist. Students will investigate sculptural form as a means of expression through projects, readings, slide presentations, and discussions. Prerequisite: ARTV 104.

ARTV 366 3D CERAMICS STUDIO (3)

A studio course at the intermediate or advanced level focused on the exploration of ceramics as a sculptural medium. Students will be introduced to basic hand building techniques and glaze theory related to sculptural form. Slide lectures, readings, and class discussions will supplement studio work. May be repeated for credit. Prerequisite: ARTV 104.

ARTV 367 3D METALWORKING STUDIO (3)

A studio course at the intermediate level focused on the exploration of metal as a sculptural medium. Students will investigate traditional and contemporary approaches to materials through assignments, readings, projects, and class discussions. May be repeated for credit. Prerequisite: ARTV 104.

ARTV 368 3D CONCRETE STUDIO (3)

A studio course at the intermediate or advanced level focused on the exploration of concrete as a sculptural medium. Students will investigate traditional and contemporary approaches to this material through assignments, readings, projects and class discussions. May be repeated for credit. Prerequisite: ARTV 104.

ARTV 370 DESIGNING FOR SOCIAL SPACE (3)

This studio seminar considers a constellation of artistic developments of the last 40 years that employ social space and activity as important artistic venues or materials. The class will examine the impulse towards social engagement in art: the desire to make art beyond the gallery, to facilitate collective change, to practice a form of creativity beyond individual authorship, or to avoid the market's hold on art. Through experiments, exercises and art projects, readings and lectures students will explore site-specific sculpture and installation, social sculpture, collaborations and artistic interactivity.

ARTV 382 PUBLIC ART STUDIO SEMINAR (3)

This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet Constructivist experiments, the Situationists, Conceptual art and more recent interventionist strategies.

ARTV 401 ADVANCED VISUAL COMMUNICATIONS (3)

Advanced problem-solving, further analysis of form and meaning, and continued exploration of the historical and cultural issues in contemporary visual communications. Projects emphasize creative thinking and require the

students to place greater emphasis on research, exploration, and preparation of work for final presentation. May be repeated for credit. Spring semester. Prerequisites: ARTV 103, 108, 300.

ARTV 403 ADVANCED DRAWING SEMINAR (3)

This course is designed to challenge students who have already demonstrated an intermediate level of proficiency in drawing. Lectures, reading discussions, and drawing projects will unfold throughout the semester around a single unified topic, resulting in a cohesive portfolio for the student. The course's central topic will change every semester, enabling students to repeat the course without repeating its content. The following is a partial list of the topics that will be explored: representation, identity, and the narrative portrait; informed by nature: The landscape from the panoramic to the microscopic; the expressionist voice; techniques of the old masters; drawing the artists' book. May be repeated for credit. Fall semester.

Prerequisites: ARTV 101, 302.

ARTV 420 DIGITAL AUDIO COMPOSITION (3)

Analysis of historical and contemporary experimental music and sound provides the foundation for structured and creative composition using digitized sound. Includes an introduction to sampling, recording techniques, digital audio editing, effects processing, and mixing using Digital Performer and related software. Workshop format includes critique of work-in-progress and opportunities for public performance. Cross-listed as MUSC 420. Prerequisite: ARTH 109/MUSC 109 recommended, but not required. Prior musical experience not required.

ARTV 424 ART AND THE SOUNDSCAPE (3)

Artistic and scholarly investigation into the soundscape—the totality of the sonic environment invested with significance by human imagination. Creative work in media of the students choice, including new and cross-disciplinary media such as sound art, installation art, electronic music, phonography, instrument construction and the internet. Critical writing about creative work and its social and historical situation. Cross listed as MUSC 424.

Recommended prerequisite: MUSC 109/ARTH 109.

ARTV 429 INTERMEDIATE / ADVANCED PAINTING (3)

A multi-level course designed to refine the technical skills of intermediate and advanced students, while developing their individual concerns through a cohesive series of paintings. Assignments, presentations, and readings will challenge the student to consider a variety of thematic and stylistic approaches to the art of painting. May be repeated for credit. Prerequisite: ARTV 328.

ARTV 478 SENIOR THESIS STUDIO SEMINAR (3)

A studio-seminar course designed for Visual Art majors in their senior year to help prepare them for ARTV 495 – Senior Thesis. Students will develop a mature body of work in their selected discipline(s) and formulate critical positions on their work through readings, lectures and cross-disciplinary discussions pertaining to a range of creative practices. Required for all Visual Art majors in their senior year. Fall semester.

ARTV 495 SENIOR THESIS (1)

This course requires the student to mount an exhibition of his or her most significant art work carried out during undergraduate education; present a written thesis that analyzes the development of, and influences on, his/her work; and participate in an oral defense of that thesis with the art faculty and their peers. Senior Thesis should be taken in the final semester of the senior year.

Every semester.

ARTV 498 STUDIO INTERNSHIP (1-3)

The practice of the specialized skills, tools, basic materials and production techniques at local professional art and design studios under the direct supervision of their senior staff. Students will present a written report to the faculty. Prerequisite: consent of instructor prior to registration.

Every semester.

ARTV 499 INDEPENDENT STUDY (1-3)

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established visual arts courses. Prerequisite: consent of instructor.

Art History Courses (ARTH)

ARTH 109 INTRODUCTION TO SOUND ART (3)

A survey of the natural, cultural, historical and artistic experience of sound with an emphasis on the use of sound in artistic and critical engagements with the world. Topics include: acoustic ecology; philosophy of music; musical instrument technology; scientific and mathematical application of sound; radical challenges to musical traditions in the 20th century including electronic, experimental and improvised musics, installations and sound sculpture; technologies of sound reproduction; copyright and technological change; sampling; and DJ culture. Cross-listed as MUSC 109.

ARTH 133 INTRODUCTION TO ART HISTORY I (3)

A critical survey of western art history from prehistory through the Middle Ages.

ARTH 134 INTRODUCTION TO ART HISTORY II (3)

A critical survey of western art history from the Renaissance to the present.

ARTH 135 INTRODUCTION TO MODERN ARCHITECTURE (3)

A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. Focusing on the years between 1870 and 1950, we will investigate a number of issues including the relation of architecture to modernism in art (especially painting and sculpture), and the common responses of artists and architects to the industrialization and mechanization of western society. The last section of the course will focus on postwar American architecture, the international style, and on the dissemination and transformation of modernist art in the developing world outside Europe and the United States. Cross-listed as ARCH 121.

ARTH 136 THE YEAR 1500: A GLOBAL HISTORY OF ART AND ARCHITECTURE (3)

This survey introduces students to the art and architecture of some of the many cultures that flourished around the year 1500: Italy and the Netherlands, the Ottoman empire, the Safavid dynasty in Iran, the rising Mughals in India, the Ming dynasty in China, and the Muromachi shogunate in Japan. The class discusses these artistic traditions in their own right, while at the same time emphasizing thematic and stylistic relationships and cross-cultural influences. In so doing, the survey challenges the primacy of European artistic norms, and invites instead the students to experience the diversity and complexity of the definition of art in the age of exploration.

ARTH 138 ART AND VISUAL CULTURE (3)

This introductory seminar is designed to introduce students to the questions and debates that propel art history and the methodologies that have shaped its unfolding shifts in strategy. While topics will vary from year to year, the central focus of the course will be constant: to equip students to look purposefully, critically, and contextually at images, mindful of the ways that meaning is produced and perceived.

ARTH 330 SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN (3)

A focused investigation of select issues in architectural and design history. Topics vary. Cross-listed as ARCH 330.

ARTH 331 ART IN PUBLIC SPACES (3)

A consideration of the expressive import and historical context of art in public places, with emphasis on work since World War II.

ARTH 333 MODERN ART: 1780-1920 (3)

This course will examine the emergence of modern art in Western Europe during the years of radical transformation bracketed by the French Revolution and the First World War: from Jacques-Louis David's images of Revolution and Empire, and Goya's dissonant revelations of human

irrationality, to the fragmentation of Cubism, irony of Dada, and subjectivity of Surrealism.

ARTH 334 ART OF THE TWENTIETH CENTURY IN EUROPE AND THE AMERICAS (3)

From World War I to the close of the Cold War, from the advent of the movies to the electronic promiscuities of the Web, the unities of the modern world have dissolved into the multiplicities of postmodernity. The ways that art has intersected with the momentous shifts in life will be considered. In the utopian dreams of Constructivism, philosophical reveries of Cubism, subversions of Dada, and introversions of Surrealism and Expressionism, and in the low-brow allusion of pop art, unboundedness of performance art, and media-mimicking interventions of the 1990s, artists have probed the meaning of human experience and action in the 20th century.

ARTH 336 HISTORY AND THEORY OF PHOTOGRAPHY (3)

This course surveys the history of photography from its origins in the early 19th century to the present. Students will explore historical debates about photography's status as a fine art, as well as current issues in photographic theory.

ARTH 338 CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM (3)

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning, and urban design. It examines how the projects of social reform and political control shaped the grand urban projects and the "master plans" of the 19th and 20th centuries. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form. Cross-listed as ARCH 321.

ARTH 339 MUSEUM STUDIES (3)

An examination of the history, structure, philosophy, and roles of museums, alternative spaces, and public art programs. The class will meet with a number of area museum professionals.

ARTH 340 CURATORIAL PRACTICE (3)

An introduction to the practical skills, ethics, and history of museum curatorship. Students gain direct experience working with objects and exhibition planning in USD's Hoehn Galleries. May be repeated for credit.

ARTH 341 EXHIBITION DESIGN (3)

A practical course in the design and management of professional galleries, museum, and exhibition areas. Students will deal with all aspects of presentation in the Hoehn Galleries, and will make use of local museum opportunities.

ARTH 342 CONTEMPORARY ARCHITECTURE (3)

This course aims at a synoptic view of architectural theory in the 1970s and 1980s in order to offer an understanding of the present predicament of architecture and the city. We will discuss the "postmodern condition" as a global socioeconomic phenomenon and how a select group of architects and thinkers responded to this condition in the recent past. Cross-listed as ARCH 322.

ARTH 343 MEMORY, MONUMENT, MUSEUM: STUDIES IN HISTORIC PRESERVATION (3)

This class introduces students to the contemporary debates and practices in art, museology, and historic preservation by focusing on the changing definitions of the monument, the souvenir, collecting, collective memory, and the museum. Cross-listed as ARCH 323.

ARTH 344 BIOGRAPHIES OF WORLD CITIES (3)

This course is a focused survey of the arts and architecture of a great city throughout history. It examines how shifting social contexts and patronage shaped the monuments of art and architecture; how the function and meaning of these monuments have changed in subsequent stages of the city's history; how the traces of past architecture—the archaeological strata—structure the city's present form; and how the monuments record the individual experiences and collective memory of a city's inhabitants. Students will learn to analyze art and architecture based on firsthand experience, field surveys, and faculty-guided research. Offered mainly as a study abroad course by the USD faculty during winter Intercession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City, Los Angeles among others. Cross-listed as ARCH 340.

ARTH 345 THE AVANT-GARDE AND MASS CULTURE: ART AND POLITICS (3)

This course will examine the intersections between mass culture and the artistic movements in the first decades of the 20th century which came to be known as the "historical avant-garde." Class discussions will focus on the question of aesthetic autonomy versus the social/political engagement of art. We will investigate the way the technologies of modern communication and mass media which made art available to a larger public at the beginning of the century — photographic reproduction, cinema, and, more recently, television — have transformed the production and reception of art.

ARTH 354 ART SINCE 1960 (3)

This course examines art of the past five decades in the United States, Europe and Asia. Moving from Pop, Conceptual, and performance art of the 1960s to installation, public intervention, and Internet art of the 1990s, the class will consider the ways that artistic

strategies forge meaning within the frame of historical circumstance.

ARTH 355 THE CITY IN ART AND FILM (3)

This course will examine representations of the city in 20th- and 21st-century art and film. From the science fiction presentiments of Metropolis, Alphaville, and Blade Runner, to the suburban dystopia of American Beauty, the rhapsodic romanticism of Manhattan, and the engulfing megalopolis of Salaam Bombay, the city has figured as a powerful force and subject within film. So, too, artists have tackled the city not only as subject matter but as an arena in which to act. From the frenetic manifestations of the futurists to the pointed interventions of Krzysztof Wodiczko, Jenny Holzer, and Robert Irwin, artists have moved into the real space of the world.

ARTH 356 RACE, ETHNICITY, ART, AND FILM (3)

This course examines representations of race and ethnicity in art and film. Focusing on work of the 20th and 21st centuries in the United States, students will consider the ways that theoretical perspectives and lived experience are articulated in art and film.

ARTH 382 PUBLIC ART STUDIO SEMINAR (3)

This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet constructivist experiments, the situationists, conceptual art, and more recent interventionist strategies.

ARTH 393 CRITICAL METHODS IN THE ANALYSIS OF VISUAL CULTURE (3)

An advanced seminar exploring current art historical debates, with special emphasis on the impact of critical theories (e.g. feminism, psychoanalysis, Marxism, deconstruction) on the practices of creating, looking at, and writing about works of art. Topics vary. May be repeated for credit.

ARTH 394 SEMINAR (3)

Discussion, research and writing focus in-depth on topics that shift each semester. Recent topics have included: Ends of Art: Histories of the Fin de Siècle; Colonialism and Art History; Li(v)es of the Artist: Biography and Art History; The American Home, 1850-1950; Art and Film; Race and Ethnicity in Art; Image World/Written Word: Art History, Theory, and Criticism. Prerequisites: Any two Art History courses. May be repeated for credit. Art History majors are

encouraged to take ARTH 394 concurrent with ARTH 495 during their senior year.

ARTH 395 METHODS IN ART HISTORY (3)

This seminar introduces art history students to some of the methods and theories that shape the interpretation of works of art. The course is based on the close reading and discussion of art historical texts that have influenced the development, aims, and practice of the discipline. Through a series of writing assignments, students will gain familiarity with various interpretative and analytical strategies, and be able to distinguish between different kinds of readings of artworks. Required for all Art History Majors. Prerequisites: Nine units in Art History. Art History students are strongly advised to enroll in this course during their junior year.

ARTH 495 SENIOR THESIS (1)

Each senior will conceive a research project drawing on historical, theoretical, and critical strategies. Students are encouraged to take ARTH 394 concurrent with ARTH 495. Every semester.

ARTH 498 MUSEUM INTERNSHIP (3)

Working firsthand with curators, exhibition designers, and registrars, in education programs, and in outreach and development offices at area museums, students gather crucial practical experience in the field. Prerequisites: at least one upper-division art history course, and consent of the instructor. Every semester.

ARTH 499 INDEPENDENT STUDY (1-3)

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established art history courses. Prerequisite: consent of instructor and coordinator.

Architecture Courses (ARCH)

ARCH 101 INTRODUCTION TO ARCHITECTURE STUDIO (4)

An introduction to the fundamentals of the discipline of architecture. Lectures survey the history and theory of building types, structures and functions, as well as focusing on the intersections of physical, cultural and social spaces. Students will acquire techniques of architectural representation through a series of drawing and model-making assignments of increasing complexity and scale. This class meets 6 hours per week (3 hours lecture, 3 hours studio/lab. Additional special workshop hours in the computer lab or woodshop may also be scheduled as needed).

ARCH 102 ARCHITECTURAL DESIGN STUDIO I (4)

In this studio, students explore and design housing types at different densities through the fundamental representational techniques of architecture: plan, section,

elevation, axonometric projection and model-making. Under the theme of inhabitation, a series of assignments introduce the students to the various scales of architectural intervention, from the dimensions of the human body all the way to the territory of the city. (3 hours lecture, 3 hours studio/lab weekly. Additional special workshop hours in the computer lab or woodshop may also be scheduled as needed.)

ARCH 121 INTRODUCTION TO MODERN ARCHITECTURE (3)

A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. Focusing on the years between 1870 and 1950, we will investigate a number of issues including the relation of architecture to modernism in art (especially painting and sculpture), and the common responses of artists and architects to the industrialization and mechanization of Western society. The last section of the course will focus on postwar American architecture, the International Style and on the dissemination and transformation of modernist art in the developing world outside Europe and the United States. Cross-listed as ARTH 135.

ARCH 301 ARCHITECTURAL DESIGN STUDIO II (4)

This design studio course explores architecture as a cultural practice that structures both the physical and the social environment. A number of exercises will introduce the students to questions surrounding a wide range of scales of inhabitation, from the scale of the body to that of the campus, city and region. The design studio will address the inherent material, environmental, cultural and social issues that form these questions. Students can also expect to reach technical competency in a full range of design media, including drawing, model-making and computer aided design. (3 hours of lecture, 3 hours of studio/lab weekly. Additional special workshop hours in the computer lab, metal or woodshop may also be scheduled as needed.) Prerequisite: ARCH 101 or 102, or the permission of the instructor.

ARCH 302 ARCHITECTURAL DESIGN VERTICAL STUDIO (4)

This is a thematic and thesis-driven studio that allows students of various levels and design skills to work together and learn from each other's experiences. Interested Sophomores may be admitted to this course, along with Juniors and Seniors, provided that they have successfully completed ARCH 101 or 102 and obtained the instructor's permission. The studio assignments will encourage teamwork, independent thinking and accelerated learning. (3 hours of lecture or faculty-lead seminar, 3 hours of studio/lab weekly. Additional special workshop hours in the computer lab, metal or woodshop may also be scheduled as needed.) Prerequisite: ARCH 101 or 102, or the permission of the instructor. ARCH 302 may be repeated for credit.

ARCH 321 CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM (3)

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning and urban design. It examines how the projects of social reform and political control shaped the grand urban projects and the "master plans" of the 19th and 20th century. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form. Cross-listed as ARTH 338.

ARCH 322 CONTEMPORARY ARCHITECTURE (3)

This course aims at a synoptic view of architectural theory in the 1970s and 1980s in order to offer an understanding of the present predicament of architecture and the city. We will discuss the "postmodern condition" as a global socioeconomic phenomenon and how a select group of architects and thinkers responded to this condition in the recent past. Cross-listed as ARTH 342.

ARCH 323 MEMORY, MONUMENT, MUSEUM: STUDIES IN HISTORIC PRESERVATION (3)

This class introduces students to the contemporary debates and practices in art, museology, and historic preservation by focusing on the changing definitions of the monument, the souvenir, collecting, collective memory and the museum. Cross-listed as ARTH 343.

ARCH 330 SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN (3)

A focused investigation of select issues in architectural and design history. Topics vary. May be repeated for credit. Cross-listed as ARTH 330.

ARCH 340 BIOGRAPHIES OF WORLD CITIES (3)

This course is a focused survey of the arts and architecture of a great city throughout history. It examines how shifting social contexts and patronage shaped the monuments of art and architecture; how the function and meaning of these monuments have changed in subsequent stages of the city's history; how the traces of past architecture—the archaeological strata—structure the city's present form; and how the monuments record the individual experiences and collective memory of a city's inhabitants. Students will learn to analyze art and architecture based on firsthand experience, field surveys, and faculty-guided research. Offered mainly as a study abroad course by the USD faculty during winter Intercession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City, and Los Angeles, among others. Cross-listed as ARTH 344.

ARCH 494 TOPICS IN ARCHITECTURE (3)

A focused investigation of select issues in architecture, architectural design or urbanism.

ARCH 495 SENIOR PROJECT STUDIO SEMINAR (4)

A studio-seminar course designed for architecture majors in their Senior year to help them prepare for ARCH 496 Senior Thesis. Students will formulate critical positions through readings, lectures, design studio research, and cross-disciplinary discussions pertaining to a range of creative practices. 3 hours faculty-led seminar, 3 hours of studio/lab weekly. Prerequisite: ARCH 301 or 302.

ARCH 496 SENIOR THESIS IN ARCHITECTURE (1)

The Senior Thesis in architecture is an independent architectural design project on a theme chosen by the student. The thesis is an opportunity for each student to define an individual position with regard to a specific aspect of architectural practice. Students are expected to incorporate research, programming, and site definition within their design process, and present a written essay that discusses the development of their work. Each student is also required to participate in an oral defense of her/his design thesis with faculty and peers. Senior Thesis should be taken in the final semester of the senior year. Every semester. Prerequisite: ARCH 302 or 495.

ARCH 498 INTERNSHIP (1-3)

Students who are interested in pursuing internship in a professional architecture office or design studio, or attending the summer design program of an accredited professional school in architecture, are required to submit a written proposal to the faculty internship coordinator, describing their expected duties, the work-load and the corresponding units, the beginning and the end of the internship period and the name and the contact information of the senior staff who agreed to supervise their work. The faculty coordinator will approve the course units (1-3) after reviewing the proposal. Upon the completion of the internship or the summer program, students are required to promptly submit a portfolio, clearly delineating their individual contribution. The faculty internship coordinator will assign the course grade after reviewing each student's portfolio.

ARCH 499 INDEPENDENT STUDY (1-3)

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established architecture courses. Prerequisite: consent of instructor.

Asian Studies

Yi Sun, PhD, COORDINATOR

The Asian Studies Minor

The Asian studies minor is an interdisciplinary academic program that provides students an opportunity to supplement their major with a structured and directed program of study in Asian histories, religions, cultures, politics, and societies. It is designed to help students develop a nuanced and sophisticated understanding of Asian countries and their peoples, and to enhance the students' awareness of themselves and their role in an increasingly globalized world.

Requirements

Option I:

Four semesters in an Asian language and nine units from the upper-division Asian studies courses from a minimum of two disciplines (listed below).

Option II:

18 units, including six lower-division units from HIST 130, Introduction to East Asia; PHIL 175, Asian Philosophy; and THRS 112, Introduction to World Religions; and 12 upper-division units from a minimum of two academic disciplines:

ECON 337	Economic Development of Asia
ENGL 364	Postcolonial Studies
ENGL 494	Special Topics: Sanskrit
HIST 364	Topics in Asian History (including: Chinese History through Film; Contemporary China)
HIST 365	History of China
HIST 366	History of Japan
HIST 367	Women in East Asia
HIST 372	U.S.-East Asia Relations
MUSC 440	Topics in World Music
PHIL 476	Studies in Asian Philosophy
POLS 358	Politics in South Asia
POLS 367	Politics in Japan
POLS 368	Politics in China
SOCI 351	China in the 21st Century
THRS 312	Hindu Faith and Practice
THRS 314	Buddhist Faith and Practice
THRS 315	Islamic Faith and Practice

Other courses may also qualify for the minor, including those offered through the Study Abroad programs. Please see the coordinator for approval.

Biology

Richard J. Gonzalez, PhD, CHAIR

Lisa A.M. Baird, PhD

Terry H. Bird, PhD

Hugh I. Ellis, PhD

Valerie S. Hohman, PhD

Curtis M. Loer, PhD

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Michael S. Mayer, PhD

Geoffrey Morse, PhD

Marjorie Patrick, PhD

Gregory K. Pregill, PhD

Marie A. Simovich, PhD

Curt W. Spanis, PhD

The Biology Major

The Department of Biology offers a program that allows the student to obtain a thorough preparation for graduate or professional school, to meet state requirements for a teaching credential in the life sciences, to acquire the laboratory training necessary for entry into advanced programs in biotechnology, or to supplement other major studies with a broad background in biology. A strong emphasis is placed on laboratory and field experience, not only to acquaint the student with the working methods of science, but to foster proficiency in a number of basic experimental techniques as well. All students are encouraged to complement their formal coursework with research under faculty supervision (see Undergraduate Research, page 99). An internship experience is also offered to upper-division biology majors so that they may participate in the application of biological knowledge to problems in the off-campus world.

The following high school preparation is strongly recommended for students planning a major in biology at USD: elementary algebra; plane geometry; intermediate algebra; trigonometry; chemistry; physics; and biology. Three years of study in a modern foreign language is also recommended.

Students are urged to consult departmental advisors early in their college career in order to select a program of courses most suitable to their high school background and to their future goals. The high faculty-to-student ratio allows each student to receive individualized assistance in course selection and career planning. The structure of the biology major allows each student to focus his or her studies in one or more areas of interest. For those students preparing for careers in the health sciences, a special

university committee is available to advise and assist them in their applications to professional school.

Preparation for the Major

BIOL 190, 221, 221L, 225, 225L; CHEM 151, 151L, 152, 152L; PHYS 136, 137 or equivalent; introductory college calculus; and a minimum of four units of organic chemistry with laboratory.

The Major

A minimum of 28 upper-division units in biology is required. These must include BIOL 300, 495, and one course with laboratory from each of Areas A, B, and C. These areas will give the student an exposure to the breadth of the field of biology from the level of the cell to that of the ecosystem. The remaining 12 units must include two additional courses with laboratory. Students may choose electives according to their interests from those courses for which the prerequisites have been satisfied. At least 16 of the upper-division units for the major must be completed at USD.

Area A

- BIOL 376 Animal Development (4)
- BIOL 472 Plant Physiology (4)
- BIOL 477, 477L Invertebrate Physiology (4)
- BIOL 478, 478L Vertebrate Physiology (4)
- BIOL 480, 480L Cell Physiology (4)

Area B

- BIOL 320 Evolution of Vertebrate Structure (4)
- BIOL 325 Developmental Plant Anatomy (4)
- BIOL 342 Microbiology (4)
- BIOL 344 Plant Systematics (4)
- BIOL 348 Insect Biology (4)
- BIOL 350 Invertebrate Zoology (4)

Area C

- BIOL 451 Biological Oceanography (4)
- BIOL 364 Conservation Biology (4)
- BIOL 416 Population Biology (4)
- BIOL 460 Ecology (4)

The Minor

Minimum requirements for the minor are: BIOL 190, 221, 221L, 225, 225L, 300 or equivalent, and at least four units of upper-division biology, for a total of at least 18 units. For the biology minor, total credit for BIOL 496, BIOL 497, and BIOL 498 is limited to three units. Courses for the minor should be selected with the aid of a biology faculty advisor. At least four units of upper-division biology must be taken at USD.

The Life Science Teaching Credential

The California Life Science Teaching Credential requires a major in biology. Students seeking this credential should consult a biology faculty advisor.

Special Programs of Study

Several model programs of study are listed below and should serve to illustrate the adaptable nature of the biology curriculum. Specific programs of study other than those listed below can be designed with the aid of an advisor from the biology faculty. Students interested in biotechnology, environmental biology, or medical technology should consult with their advisor regarding appropriate course selection.

Marine Biology

In addition to the general program, BIOL 301, 346, 350, and 351 are recommended. A minor in marine science is recommended for those students interested in field applications. The University of San Diego also offers a major in marine science (see marine science section).

Pre-Medicine and Pre-Dentistry

The program for either pre-medicine or pre-dentistry is similar to the biology major general program with certain of the options being specified or recommended.

First year

CHEM 151, 151L, 152, 152L, and at least introductory calculus.

Second year

One year of organic chemistry with laboratory.

Third year

Either BIOL 478, 480, or 482 is recommended in preparation for the Medical College Admissions Test (MCAT).

Fourth year

Completion of the biology major.

Pre-Veterinary Medicine

In addition to the program for pre-medical/pre-dentistry students, BIOL 320, 335, 342, and one semester of biochemistry are recommended.

It is the responsibility of all pre-professional students seeking recommendation to professional schools to contact the chair of the health sciences student evaluation committee (whose name can be obtained from the biology department chair) no later than the fall semester of their junior year.

The pre-professional programs for pharmacy, optometry, physiotherapy, and nursing are designed around the general

program. No recommended program of study is suggested because of the variability of requirements among professional schools. Students should set up their schedules to include those courses specifically recommended by the professional schools to which they plan to apply.

Undergraduate Research

Exposure to the research process can be a valuable component of the undergraduate experience. All biology students are invited to participate in the research programs of our faculty members. Alternatively, a student may wish to design a project of his/her own with faculty supervision. Students interested in graduate school will find the research experience an instructive preview of what lies ahead, and students applying to professional schools will find it a significant asset. USD students often publish their findings or present them at scientific meetings, including the annual USD Creative Collaborations.

Courses for Non-Majors (BIOL)

BIOL 101, 102, 103, 104, 105, 106 108, 110, 111, 112, 113, 114, and 115 will satisfy the core curriculum requirement. BIOL 101, 102, 104 105, and 106 are three hours of lecture weekly. None of these courses will satisfy requirements for the major or minor in biology.

BIOL 101, 111 SURVEY OF BIOLOGY (3)

A one-semester course in the general concepts of biology providing the non-major with an overview of the living world and the principles of life processes. BIOL 101 is lecture only, 111 is two hours of lecture per week and one laboratory every other week.

BIOL 102, 112 ECOLOGY AND ENVIRONMENTAL BIOLOGY (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment. BIOL 102 is lecture only, 112 is two hours of lecture per week and one laboratory every other week. Laboratory will include field trips, one of which will be an overnight trip to the desert. Cross-listed as ENVI 102.

BIOL 103, 113 PLANTS AND PEOPLES (3)

A one-semester course about humans and their knowledge, uses, and abuses of plants. The biology of plants, selected protists, and fungi are considered from a scientific viewpoint; included are ecology, anatomy, morphology, physiology, taxonomy, and biotechnology. These organisms are also considered with regard to resource utilization and agriculture: the uses and abuses of plants for fibers; foods; beverages; medicinals and other ends occupy the majority of the course. Three hours of lecture weekly.

BIOL 104, 114 TOPICS IN HUMAN BIOLOGY (3)

This is a course in general biology with a human emphasis for non-majors. The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. BIOL 104 is lecture only, 114 is two hours of lecture per week and one laboratory every other week.

BIOL 105, 115 PHYSIOLOGY OF EXERCISE (3-4)

A study of human physiology and how the body accommodates physical exercise. Training procedures, health, and importance of nutrition and ergogenic aids are emphasized. BIOL 105 is lecture only for three units, BIOL 115 is three hours of lecture and one laboratory weekly. Prerequisites: High school biology and chemistry are strongly recommended. Every semester.

BIOL 106 HUMAN PHYSIOLOGY AND NEUROBIOLOGY (3)

A non-majors course designed for students interested in the human body, its composition, and function. The course will examine basic human physiology with special attention given to the brain and its function. Three hours of lecture weekly. Prerequisites: High school chemistry, anatomy, and physiology are strongly recommended.

BIOL 108 BIOLOGY OF BIRDS (3)

This integrated lab and lecture course covers a wide variety of subjects related to birds. The lecture addresses their evolution and ecology, their anatomy and physiology, and their behavior, especially during reproduction. The laboratory portion of the course illustrates the unique anatomy of birds and explains how they are classified, but most of the laboratories comprise a series of field trips to different local habitats to identify the large variety of avian species in San Diego. One field trip may be overnight to the desert. Two hours of lecture and one hour of laboratory weekly.

BIOL 110 LIFE SCIENCE FOR EDUCATORS (3)

A one-semester course in the general concepts of biology tailored for the liberal studies major. The course is designed to meet the subject matter requirement in life science for the Multiple Subject Teaching Credential. Topics covered include an overview of the scientific method, biochemical molecules, cell structure and function, anatomy and physiology of animals and plants, genetics, evolution, and ecology. Field trips and laboratory assignments will provide experience with selected biological principles and practices. Prerequisite: CHEM 105. Students majoring in liberal studies cannot take this course pass/fail. Two hours of lecture and one laboratory weekly.

BIOL 122, 123 INTRODUCTORY ANATOMY AND PHYSIOLOGY I AND II (4 / 4)

An introductory course in human body structure and function. Intended to meet the requirements of students preparing for allied health occupations. This course will not satisfy Core Life Science requirement or requirements for a major or minor in biology. Lecture and laboratory.

Courses for Biology Majors (BIOL)**BIOL 190 INTRODUCTION TO GENETICS, ECOLOGY, AND EVOLUTION (3)**

This one semester foundation course for biology majors provides an introduction to the mechanisms of inheritance, evolution, and ecology. Three hours of lecture weekly. No prerequisite. Every semester.

BIOL 221 BIOLOGY OF ORGANISMS (3)

This one-semester foundation course for biology majors provides an introduction to the major groups of organisms with an emphasis on their structure, function, and evolutionary relationships. Three hours of lecture weekly. Concurrent registration in BIOL 221L is strongly recommended. Prerequisite: BIOL 190. Every semester.

BIOL 221L BIOLOGY OF ORGANISMS LABORATORY (1)

A laboratory course to complement the lecture material presented in BIOL 221. Prerequisites: BIOL 190, and concurrent registration in BIOL 221, or consent of the instructor. Every semester.

BIOL 225 INTRODUCTION TO CELL PROCESSES (3)

This one-semester foundation course for biology majors provides an introduction to the concepts of structure and function in biological systems at the molecular and cellular level. The topics of cell structure and function, biological macromolecules, respiration, photosynthesis, molecular biology, and selected areas of physiology are covered with emphasis on regulatory mechanisms. Three hours of lecture weekly. Concurrent registration in BIOL 225L is strongly recommended. Prerequisites: BIOL 190, and completion of, or concurrent registration in, CHEM 151. Every semester.

BIOL 225L INTRODUCTION TO CELL PROCESSES LABORATORY (1)

A laboratory course to complement the lecture material presented in BIOL 225. Prerequisites: BIOL 190, and concurrent registration in BIOL 225, or consent of instructor. Every semester.

BIOL 300 GENETICS (3)

A general course covering the mechanisms of inheritance at the molecular, organismal, and populational levels. Elementary probability and statistical methodology appropriate for the analysis of various genetic systems are introduced. Three hours of lecture weekly. Completion of

BIOL 221 and 221L is strongly recommended. Prerequisites: BIOL 190, 225, and 225L. Every semester.

BIOL 301 BIOSTATISTICS (3)

An introduction to data analysis and statistical testing. This course will prepare students for their upper-division courses and independent research by teaching them the basics of hypothesis testing and the most common statistical tests used in biology. It will also cover basic experimental design, teach students how to use computer software for simple tests, and introduce students to modern nonparametric tests. Three hours weekly. Fall semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 310 EVOLUTION (3)

A study of the fundamental concepts of evolution. The nature of variation, isolation, natural selection, and speciation will be discussed. Special topics include molecular, behavioral, developmental, and human evolution. Three hours of lecture per week. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 312 MOLECULAR METHODS IN EVOLUTIONARY BIOLOGY (4)

An introduction to the different types of molecular data employed in evolutionary biology and the techniques used to retrieve these data. The application of molecular data in evolutionary biological research is discussed. Topics include: molecular evolution; microevolution; conservation genetics; genetic engineering; crop evolution; forensics; paleontology; and phylogenetics. Two hours of lecture and two laboratory meetings weekly. Fall semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 318 PRINCIPLES OF BIOGEOGRAPHY (3)

Why do plants and animals occur where they do? Some of the answers to that question are ecological and come from examining the relationships between organisms and their environment. Other explanations derive from studying the history of life on earth. This course concerns those patterns and processes that have shaped the distributions of organisms in time and space. By employing concepts and information from paleogeography, phylogeny, and ecology, the course will explore the approaches for recovering the biogeographic history of organisms. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 320 EVOLUTION OF VERTEBRATE STRUCTURE (4)

The evolution of vertebrates is one of the most compelling stories in comparative biology. For millions of years vertebrates have flourished in the seas and on land by employing a variety of morphological specializations for

feedings, locomotion, and reproduction. Yet, all vertebrates retain similarities in their design regardless of how structural components function in different lineages and environments. This course examines the shared and transformed anatomical attributes among vertebrates in the context of function and phylogenetic history. We pursue that objective by integrating lecture discussions with laboratory observations and directions. Two hours of lecture and two laboratories weekly. Fall semester.

Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 325 DEVELOPMENTAL PLANT ANATOMY (4)

An introduction to the structure and development of vascular plants. Emphasis will be placed on patterns of cellular differentiation within plant organs and current experimental evidence of how internal and external signals modify these patterns. In the laboratory, living organisms and prepared slides will be studied, and modern methods used to study plant morphogenesis will be introduced.

Three hours of lecture and one laboratory weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 330 HISTOLOGY (4)

An intensive study of the basic types of tissues and organs at the microscopic level. Structure and associated function are emphasized. The laboratory concentrates on the light microscopic study of tissues and offers students the opportunity to perform basic histological techniques. Three hours of lecture and one laboratory weekly. Fall semester.

Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 340 DESERT BIOLOGY (4)

This course provides an introduction to the formation and climate of the local Colorado Desert and the evolution,

ecology, physiological adaptations, and relationships of the organisms found there. The lab portion includes five days hiking and camping in Anza Borrego Desert State Park during Spring Break, where the floral and faunal communities of several habitat types will be studied through trapping, tracking, and experiment. Three hours of lecture and one laboratory weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 342 MICROBIOLOGY (4)

An introduction to the microbial world, with emphasis given to bacteria, archaea and viruses. A diversity of prokaryotes is examined with particular attention devoted to differences in cell physiology, energy metabolism and ecology. Interactions between the human immune system and microbial pathogens are examined. The laboratory stresses procedures to culture and identify microorganisms. Two hours of lecture and two laboratories weekly. Fall semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 344 PLANT SYSTEMATICS (4)

An introduction to the study of plant diversity. The evolution of plants is examined from the perspective of geological and ecological history. Significant plant groups will be covered, with special emphasis on the flowering plants. Field identification of plant families will be emphasized in the laboratory sessions. Three hours of lecture and one laboratory weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 346 VERTEBRATE NATURAL HISTORY (4)

A course in the biology of vertebrates. Although vertebrate structure, function, and development are studied, emphasis is on the behavior, evolution, and interaction of the vertebrate organism as a whole, or at the population level.

Recommended Program of Study, Biology

Freshman Year

Semester I

Preceptorial (3)
BIOL 190 (3)
CHEM 151/151L
or MATH (3-4)
CC or electives (3-6)

Semester II

BIOL 221 or 225 (3)
BIOL 221L or 225L (1)
CHEM 152/152L
or CC (3-4)
MATH (3-4)
CC or electives (3-6)

Sophomore Year

Semester I

BIOL 221 or 225 (3)
BIOL 221L or 225L (1)
CHEM 151/151L
or 301/301L (4)
PHYS or CC (3-4)
CC or electives (3-6)

Semester II

BIOL 300 (3)
CHEM 152/152L
or CC (3-4)
PHYS or CC (3-4)
CC or electives (6-9)

Junior Year

Semester I

BIOL (4-8)
CHEM 301/301L
or CC (3-4)
PHYS or CC (3-4)
CC or electives (3-6)

Semester II

BIOL (4-8)
PHYS or CC (3-4)
CC or electives (3-13)

Senior Year

Semester I

BIOL 495 (1)
or BIOL (4-8)
CC or electives (3-12)

Semester II

BIOL 495 (1) or
BIOL (4-8)
CC or electives (3-12)

Techniques of identification and study are covered in the laboratory and field. Three hours of lecture and one laboratory or field trip weekly. Spring semester.

Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 348 INSECT BIOLOGY (4)

An introduction to the biology of insects, including their identification, evolution, structure, function, physiology, ecology, behavior, and conservation. The course includes compilation of an extensive insect collection and an overnight field trip to the desert. Three hours of lecture and one laboratory weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 350 INVERTEBRATE ZOOLOGY (4)

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 361 ECOLOGICAL COMMUNITIES OF SAN DIEGO COUNTY (2)

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300. Cross-listed as ENVI 361.

BIOL 364 CONSERVATION BIOLOGY (4)

Lectures address conservation topics from historical, legal, theoretical, and practical perspectives. The laboratory includes discussions of classic and current literature, student presentations, computer simulations of biological phenomena, analysis of data, and field trips to biological preserves, habitat restoration sites, and captive breeding facilities. Three hours of lecture and one laboratory weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300. Cross-listed as ENVI 364.

BIOL 374 NEUROBIOLOGY (3)

The physiological basis of behavior is examined by studying brain mechanisms including sensory processes, motor systems, awareness, memory, learning, sleep, arousal, and motivation. The role of hormones, biological clocks, and drugs as they affect human behavior is stressed. Neural maturation, neural plasticity, the aging process, and mental illness are surveyed. Three hours of lecture weekly. Spring

semester. Prerequisites: PSYC 101, or consent of instructor; BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 376 ANIMAL DEVELOPMENT (4)

This course explores embryonic development emphasizing mechanisms of differential gene expression and pattern formation at a cellular, molecular, and genetic level. Vertebrate and invertebrate model organisms (e.g. *Xenopus*, *Drosophila*, *Caenorhabditis*) which illustrate common developmental mechanisms will be examined in detail. In laboratory, living embryos and prepared slides will be studied, and molecular techniques will be employed to identify genes and examine gene expression. Three hours lecture and one laboratory weekly. Fall semester.

Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 382 TECHNIQUES IN MOLECULAR BIOLOGY (4)

An introduction to recombinant DNA techniques including bacterial culture, transformation, DNA purification, restriction analysis, cloning, hybridization, polymerase chain reaction, RNA isolation, library construction, and recombinant protein expression. Computer-based sequence analyses include database accession, BLAST, alignment, restriction analysis, and gene-finding. An investigative project will be undertaken. Two hours of lecture and two 3-hour laboratories weekly. Completion of CHEM 301/301L is recommended. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 416 POPULATION BIOLOGY (4)

The mechanisms of evolution and the dynamics of ecosystems are studied through the development of mathematical and computer models. The mathematics and computer programming experience required in this course beyond the level of MATH 130 (Survey of Calculus) will be introduced as needed. Research techniques used in investigating population phenomena are emphasized. Three hours of lecture and one laboratory weekly. Biostatistics is highly recommended. Fall semester. Prerequisites: Introductory Calculus; BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 432 ELECTRON MICROSCOPY (4)

An introduction to the theory, development, and operation of the electron microscope, with emphasis on development of knowledge of cellular fine structure. The laboratory portion of the course will focus on tissue preparation, microscope operation, and evaluation and presentation of electron microscopic data. Two hours of lecture and two laboratories weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 451W BIOLOGICAL OCEANOGRAPHY (4)

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Nearshore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Cross-listed as MARS 451W. Fall semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 460W ECOLOGY (4)

An integrated approach to plant and animal relationships in terrestrial and aquatic ecosystems. The lecture investigates ecosystem energetics, population dynamics, community structure, and physiological adaptations. The laboratory concentrates on population and community problems in a few environments. There will be one overnight field trip to the desert. Three hours of lecture and one laboratory weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300; Introductory calculus. Biostatistics recommended.

BIOL 472 PLANT PHYSIOLOGY (4)

An introduction to the basic processes occurring in vascular plants. Movement of water and solutes; photosynthesis and respiration; plant growth and development, including plant hormones and growth regulators; and plant reactions to environmental stress will be studied. Three hours of lecture and one laboratory weekly. Fall semester. Prerequisites: One year of general chemistry with laboratory; BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 477 INVERTEBRATE PHYSIOLOGY (3)

The study of key physiological systems of invertebrate organisms with an emphasis on metabolism, respiration, osmoregulation, thermal relations, membrane, and neural physiology. The function of these systems will be examined by comparing invertebrates from various taxonomic groups and diverse habitats. Three hours of lecture weekly. Fall semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 477L INVERTEBRATE PHYSIOLOGY LABORATORY (1)

Laboratory-based study of several physiological systems of invertebrate organisms. Both traditional and recently developed techniques will be employed to demonstrate the functioning and integrative nature of these systems. One laboratory weekly. Concurrent registration in BIOL 477 is required.

BIOL 478 VERTEBRATE PHYSIOLOGY (3)

A detailed comparative examination of life processes in animals. Particular focus will be upon energy utilization, gas transport, kidney function, and muscle function of organisms from diverse habitats. Three hours of lecture

weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 478L VERTEBRATE PHYSIOLOGY LABORATORY (1)

An intensive exploration in a research setting of metabolic pathways, temperature acclimation, gas exchange, and ion regulation in a variety of vertebrate animals. One laboratory weekly. Concurrent registration in BIOL 478 is required.

BIOL 480 CELL PHYSIOLOGY (3)

Mechanisms of cell functions are emphasized. Topics covered include: membrane structure, membrane transport, endoplasmic reticulum and Golgi functions, cell motility, energetics, mechanisms of hormone action, cellular immunology, and control of the cell cycle. Three hours of lecture weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, BIOL 300, and CHEM 301.

BIOL 480L CELL PHYSIOLOGY LABORATORY (1)

The laboratory exercises introduce the student to some of the modern methods used to study cell function. One laboratory weekly. Concurrent registration in BIOL 480 is required.

BIOL 482 MOLECULAR BIOLOGY (3)

A study of the structure and function of genes, emphasizing the understanding of gene regulation at many levels. The course will examine DNA structure and mechanics of replication, repair, transcription, and translation in prokaryotes and eukaryotes. Critical experiments will be studied to examine the development of concepts in molecular biology. Other special topics may include the molecular biology of development, cancer, HIV, and whole genome analysis. Three hours of lecture weekly. Spring semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, BIOL 300, and CHEM 301.

BIOL 484 IMMUNOLOGY (4)

A comprehensive introduction to immunology, focusing on vertebrate immunity. Topics covered include molecular and cellular components of the immune system and their regulation, long-term protection from disease, immune response to cancer, autoimmunity, hypersensitivity, immunodeficiencies, and transplants. Laboratory exercises will introduce students to immunological techniques and their applications. Three hours of lecture and one laboratory weekly. Fall semester. Prerequisites: BIOL 190, 225 and 225L, BIOL 221 and 221L, and BIOL 300.

BIOL 494 TOPICS IN BIOLOGY (1-4)

An in-depth evaluation of selected topics in the biological sciences. Issues of current or historical interest are addressed. May be repeated when topic changes. A total of four units may be applied to the biology major or minor.

BIOL 495 SENIOR SEMINAR (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to, and required of, all seniors. Every semester.

BIOL 496 RESEARCH (1-3)

Students develop and/or assist in research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: consent of instructor. Total credit in BIOL 496 is normally limited to three units. Every semester.

BIOL 497 TECHNIQUES IN BIOLOGY (1-3)

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not be limited to: technical methodology, preparation and technique in the teaching laboratory, and routine tasks supportive to research. Prerequisite: consent of instructor. Total credit in BIOL 497 is normally limited to three units. Every semester.

BIOL 498 INTERNSHIP IN BIOLOGY (1-3)

This course offers experience in the practical and experimental application of biological principles. Students will be involved in research projects conducted by agencies and institutions outside the university, such as state parks, zoos, and biological industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 3 upper-division units can be earned toward fulfillment of the requirements of the major. Every semester.

Catholic Studies

PROGRAM COORDINATORS

John Donnelly, PhD, Philosophy

Joseph McGowan, PhD, English

The Catholic Studies Minor

In the past few years, a new development in the history of American Catholic higher education has been taking place: the formation of programs in Catholic studies. USD has inaugurated a minor in Catholic studies that will explore the texts, traditions, themes, and teachings of the Catholic Church from its inception to its contemporary expression. This interdisciplinary program will enable both students and faculty to study the Catholic tradition, its ethos, identity, and mission, as made tangible in history, philosophy, literature, theology, the fine arts, the social and behavioral sciences, and the natural sciences. We invite

students to consider minoring in Catholic studies as a focus for serious conversations about how Catholicism unfolds in the world in its many multicultural, multinational contexts, and how that intellectual and institutional culture has an impact upon human experience.

The Catholic studies minor is an 18 unit program (at least 9 units of which must be fulfilled by upper-division courses) that includes the following requirements:

1. CATH 133 – Introduction to Catholic Studies
2. CATH 394 – Topics in Contemporary Catholic Culture and Thought (a practicum in community service will be integrated into this capstone course)
3. a 3 unit course in literature
4. a 3 unit course in philosophy
5. a 3 unit course in Theology and Religious Studies (THRS 114 – Introduction to Catholic Theology will ordinarily, unless varied, be taken by students as one of their core curriculum requirements in theology and religious studies)
6. a 3 unit course selected from one of the following areas: history, art/music, or science/social science.

Catholic Studies Courses (CATH)

CATH 133 INTRODUCTION TO CATHOLIC STUDIES (3)

This course will focus on the central periods in the history of Roman Catholicism from the early Christian period through the 20th century. An exploration of traditions, themes, teachings, and texts of selected periods in order to establish the sociocultural, political, philosophical, and theological context of the development of Catholic ethos and identity. Ordinarily, the course will be team-taught and interdisciplinary, emphasizing both the diversity and constancy of the Roman Catholic tradition and experience.

CATH 394 TOPICS IN CONTEMPORARY CATHOLIC CULTURE AND THOUGHT (3)

A capstone course that will study the role of the church in the world after the Second Vatican Council. It will ordinarily be team-taught and interdisciplinary, focusing on such possible topics and issues as ecumenism, women in the church, social justice, ecology, liberation theology, ethnicity, the relationship between science and religion, psychology and religious experience, the arts and ritual reform, etc. A required experiential component will be determined by contract.

Interdisciplinary Courses

Courses in this edition of the Undergraduate Catalog that count toward the Catholic studies minor are listed below. Other courses that will count toward the minor will be offered on a semester-by-semester basis. Students should

select their courses in consultation with one of the program coordinators. Please see the full course description under the appropriate departmental listings.

ENGL 224	Studies in Literary Traditions: The Irish Tradition (3)
ENGL 310	Dante (3)
ENGL 312	Studies in Medieval Literature (3)
ENGL 314	Chaucer (3)
ENGL 328	Milton (3)
HIST 321	The Fall of the Roman Empire, 250-1050 (3)
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450 (3)
HIST 331	Renaissance Europe (3)
HIST 346	Topics in Medieval and Early Modern Europe (3)
HIST 363	History of Brazil (3)
HIST 384	History of Mexico (3)
MUSC 430W	History of Medieval and Renaissance Music (3)
MUSC 494	Special Topics in Music: History of Sacred Music (3)
PHIL 271	History of Medieval Philosophy (3)
PHIL 335	Death and Dying (3)
PHIL 412	Philosophy of God (3)
PHIL 471	Studies in Medieval Philosophy (3)
PHIL 490	Philosophy of Love (3)
PHIL 494	Contemporary Philosophical Problems (3)
SPAN 360	Survey of Latin American Literature (3)
THRS 335	Catholic Social Thought (3)
THRS 341	Christian Worship (3)
THRS 342	Christian Sacramental Practice (3)
THRS 343	Christian Marriage (3)
THRS 353	Early Christianity (3)
THRS 354	The Medieval Church (3)
THRS 356	Catholicism in the United States (3)
THRS 358	U.S. Latino/a Catholicism (3)
THRS 364	Theology of the Church (3)
THRS 368	Latino/a Theologies (3)
THRS 494	Topics in Theology and Religious Studies: Liberation Theologies (3)

Chemistry and Biochemistry

Deborah C. Tahmassebi, PhD, CHAIR

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Kimberly I. Matulef, PhD

Stephen A. Mills, PhD

Chemistry is the study of matter and energy and the changes they undergo. It plays a key role in understanding the natural universe and in the scientific and technological revolution that has shaped modern society. Biochemistry is the study of the chemical nature and processes that occur in biological systems.

The programs offered in chemistry and biochemistry provide a strong foundation in the principles and practices of modern chemistry and biochemistry within the framework of a liberal arts education. The majors are designed to give students both the theoretical bases of the disciplines and extensive hands-on experience testing theories in the laboratory. We also offer courses that fulfill the physical sciences portion of the core curriculum requirements. These courses are designed to acquaint students majoring outside the natural sciences with the basic principles and methods of modern science and with the history and development of scientific thought.

The American Chemical Society (ACS), a national organization that develops and administers guidelines defining high quality undergraduate chemistry and biochemistry programs, has approved USD's curriculum. This allows majors the option of enhancing their career choices by earning an ACS-certified degree.

The department is distinguished by its dedication to undergraduate research and teaching. All full-time faculty members have active research programs in which undergraduates fully participate. These activities lead, in many cases, to new discoveries and publications in major scientific journals with students as co-authors.

Students have the opportunity to work with state-of-the-art instruments in classes and research. This instrumentation includes Varian Inova 500 MHz and Mercury 400 MHz NMR spectrometers, a laser facility, three JASCO infrared

spectrometers, two fluorescence spectrophotometers (PTI and JASCO), two mass spectrometers interfaced with capillary gas chromatographs (Hewlett-Packard and ThermoFinnigan), a JASCO circular dichroism spectropolarimeter, a microwave reactor system and two high-performance liquid chromatography work stations (JASCO and Varian). In addition, the department has a molecular modeling facility with 12 PC desktop and 12 Unix/Linux workstations, and a server complete with molecular modeling software, and an eighteen dual-processor Xeon cluster for computational chemistry.

A major in chemistry or biochemistry prepares a student for a variety of different career possibilities. Professional chemists and biochemists may select careers in areas such as basic or applied research, production and marketing, consulting, testing and analysis, administration, management, business enterprise, and teaching. They are employed in the chemical, pharmaceutical, petroleum, energy, engineering, and "biotech" industries; by government laboratories and agencies working on health, energy, and the environment; in consulting firms; and by educational institutions at all levels. Undergraduate training in chemistry and biochemistry provides a solid foundation for many other areas such as medicine, dentistry, veterinary medicine, pharmacy, oceanography, geochemistry, chemical engineering, forensics, environmental studies, molecular biology, and law.

Two programs of study are available, differing in their focus: The chemistry major is designed to qualify students for admission to graduate school in chemistry; positions as chemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

Chemistry Major

Preparation for the Major:

CHEM 151, 152, 151L, 152L, 220; MATH 150, 151; PHYS 270, 271.

The Major:

The 32 units of upper-division work must include CHEM 301, 302, 301L, 302L, 311, 312, 331, 396W, 440, 489, one elective, and two of the following advanced laboratories: CHEM 421, 423, 425, and 427. Electives may be chosen from other chemistry courses for which prerequisites have been met. CHEM 496 may not be applied toward the 32 unit requirement. Those planning for graduate work in chemistry are recommended to complete the ACS-certified degree and to take additional upper-division electives in chemistry, mathematics or physics depending on the area of interest. To obtain an ACS-certified bachelor's degree, chemistry majors must complete CHEM 423 and either 421

or 427; furthermore, they are encouraged to take CHEM 425.

The biochemistry major is designed to prepare students for graduate work in biochemistry, molecular biology, pharmacology, pharmaceutical and clinical chemistry; positions as biochemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

Biochemistry Major

Preparation for the Major:

CHEM 151, 152, 151L, 152L, 220; Math 150, 151; PHYS 270, 271; BIOL 190, 225, 225L, 300.

The Major: The 29 units of upper-division work must include CHEM 301, 302, 301L, 302L, 311, 314, 331, 335, 396W, 489, one elective, and one of the following advanced laboratories: CHEM 421, 423, 425, or 427. Electives may be chosen from other chemistry courses for which prerequisites have been met or BIOL 342, 376, 382, 480, 482 or 484. CHEM 496 may not be applied toward the 29 unit requirement. Those planning for graduate work are recommended to take additional upper-division electives in chemistry, biochemistry or biology depending on the area of interest. To obtain an ACS-certified bachelor's degree, biochemistry majors must complete CHEM 427 and CHEM 440; furthermore they are encouraged to take CHEM 425.

Chemistry Minor

Minimum requirements for a minor in chemistry are: CHEM 151, 152, 151L, 152L and ten units of upper-division chemistry. Students taking the minor to enhance employment possibilities in biotechnology, pharmaceutical industry or pharmacy school are advised to take CHEM 220.

Major Field Test Graduation Requirement

As a part of the department's assessment program, each graduating senior is required to take the major field test in chemistry (CHEM 489). A student who fails to take the major field test may be restricted from graduating.

Other Programs:

Several professional options are open to the chemistry major in addition to the pursuit of a career in chemistry or biochemistry.

Pre-Medicine / Pre-Dentistry / Pre-Pharmacy

The liberal arts curriculum provides an excellent background for graduate education in the health professions. Students planning to apply for admission to medical, dental or pharmacy schools may elect to major in any of the academic disciplines within the college, but in

most cases it is advantageous to major in one of the sciences. Students may select either the chemistry or biochemistry major as preparation. The specific science courses recommended for undergraduates differ for different professional schools but should include BIOL 221, 221L, 225, 225L and any additional science courses recommended by the Director of Pre-Health Advising.

Chemistry Courses (CHEM)

CHEM 101 CHEMISTRY AND SOCIETY (3)

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, global warming, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. Two lectures weekly. Every semester.

CHEM 103 DNA SCIENCE AND TECHNOLOGY (3)

A course designed for the non-science major that covers basic physical science concepts and how they apply to the discovery and study of DNA as the genetic material, the simplicity of the three-dimensional structure of DNA and the many implications to be drawn from this structure. It explores the concepts involved in recombinant DNA technology and its applications to the pharmaceutical industry, agriculture, forensics, gene therapy and AIDS research. Two lectures weekly. Every semester.

CHEM 105 PHYSICAL SCIENCE FOR K-8 TEACHERS (3)

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the physical science specifications of the science content standards for California Public Schools (K-12). Enrollment is limited to liberal studies majors. Two two-hour laboratory sessions per week. Fall semester. This course is cross-listed with PHYS 105.

CHEM 111 CHEMISTRY AND SOCIETY WITH LABORATORY (3)

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The lecture content is similar to that in CHEM 101 (above); however, this course includes a laboratory that will satisfy the general education requirement for a laboratory course in the natural

sciences. Two lectures and one laboratory/discussion weekly. Spring semester.

CHEM 151-152 GENERAL CHEMISTRY (3-3)

A two semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics, thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly. Prerequisites: Eligibility for Math 115 or higher, completion of or concurrent registration in CHEM 151L-152L. Every semester.

CHEM 152H HONORS GENERAL CHEMISTRY (3)

An honors course which parallels CHEM 152. The topics are covered in greater depth than in CHEM 152, and additional applications of chemistry are included. Three lectures weekly. Spring semester. Prerequisites: CHEM 151, 151L and consent of instructor, completion of or concurrent registration in CHEM 152.

CHEM 151L-152L GENERAL CHEMISTRY LABORATORY (1-1)

A laboratory course which introduces the concepts and techniques of experimental chemistry. CHEM 151L has one laboratory period that meets biweekly. CHEM 152L has one laboratory period that meets every week. Pre-requisites: completion of or concurrent registration in CHEM 151-152. Every year.

CHEM 220 ANALYTICAL CHEMISTRY (3)

An introduction to the principles and practices of analytical chemistry with an emphasis on quantitative methods. Classical methods such as titrimetric and volumetric analyses as well as basic instrumental methods involving spectroscopy, electrochemistry, and chromatography will be performed. Some experiments will be of the project type. One laboratory and one lecture weekly. Prerequisites: CHEM 152, 152L. Every semester.

CHEM 301-302 ORGANIC CHEMISTRY (3-3)

A two-semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Prerequisites: CHEM 152, completion of or concurrent registration in CHEM 301L-302L. Every year.

CHEM 301L-302L ORGANIC CHEMISTRY LABORATORY (1-1)

This course is designed to follow the material presented in Chem 301, 302. Microscale experimental techniques will be emphasized. Experiments include: recrystallization, distillation, extraction, chromatography, spectroscopy, kinetics, multi-step syntheses, and structure determination.

One laboratory period weekly. Prerequisites: CHEM 151L-152L, completion of or concurrent registration in CHEM 301-302.

CHEM 311 PHYSICAL CHEMISTRY (3)

This course covers modern physical chemistry, including atomic and molecular structure, and spectroscopy. Three lectures weekly. Fall semester. Prerequisites: CHEM 152, MATH 151, and PHYS 270, completion of or concurrent enrollment in PHYS 271 or consent of instructor.

CHEM 312 PHYSICAL CHEMISTRY (3)

This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Spring semester. Prerequisite: CHEM 311 or consent of instructor.

CHEM 314 BIOPHYSICAL CHEMISTRY (3)

This course will apply the principles of thermodynamics, equilibria and kinetics toward biological systems including proteins, nucleic acids and membranes. These principles will be applied toward the design and evaluation of inhibitors and drugs. Three lectures weekly. Spring semester. Prerequisites: BIOL 225, PHYS 270, and MATH 151, completion of or concurrent registration in CHEM 331.

CHEM 331 BIOCHEMISTRY (3)

The structure, function, and metabolism of biomolecules. Structure and function of proteins, carbohydrates, lipids, nucleic acids, and important accessory molecules (cofactors and metal ions) are covered, as well as enzyme kinetics and mechanism, thermodynamics, metabolism, and the regulation of metabolism. Three lectures weekly. Prerequisites: CHEM 302, 302L. Every semester.

CHEM 335 BIOCHEMISTRY LABORATORY (3)

An advanced laboratory course that focuses on techniques for the preparation and quantitative analysis of proteins and other biomolecules. Experiments will include preparation of buffers, production and purification of proteins, and analysis of protein structure and function. Two laboratory periods weekly. Prerequisites: CHEM 220, completion of or concurrent registration in CHEM 331. Every semester.

CHEM 355 ENVIRONMENTAL CHEMISTRY (3)

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Lab experiments include local fieldwork. Two 3-hour laboratory periods weekly. Prerequisites: CHEM 152, 152L. (may not be offered every year)

CHEM 396W RESEARCH METHODS (3)

Introduction to the principles, methods, and communication of chemical and biochemical research. Lab work includes general and advanced techniques with considerable hands-on use of modern instruments, proper record-keeping, data management, and consideration of laboratory safety. Techniques for searching the chemical literature, peer review and research ethics are included. This course fulfills the upper-division writing requirement. Students will write and edit a report in a format suitable for journal publication. One lecture and eight hours of laboratory research weekly. Prerequisite: approval by department chair; may be taken Fall or Spring of Junior year or Fall of Senior year. Every semester.

Recommended Program of Study, Chemistry

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. It is designed for students intending to obtain an ACS-certified degree. There is some flexibility to meet individual needs. Elective courses in chemistry may be taken at any time as long as the course prerequisites have been satisfied. Students are encouraged to consult with their academic advisor to ensure that their needs and interests will be met.

Freshman Year

Semester I

CHEM 151 (3)
CHEM 151L (1)
MATH 150* (4)
Core or electives (7-8)

Semester II

CHEM 152 (3)
CHEM 152L (1)
MATH 151 (4)
Core or electives (7-8)

Sophomore Year

Semester I

CHEM 301 (3)
CHEM 301L (1)
CHEM 220 (3)
Core or electives (8-9)

Semester II

CHEM 302 (3)
CHEM 302L (1)
PHYS 270 (4)
Core or electives (7-8)

Junior Year

Semester I

CHEM 311 (3)
CHEM 440 (3)
PHYS 271 (4)
Core or electives (5-6)

Semester II

CHEM 312 (3)
CHEM 423 (3)
Core or electives (9-10)

Senior Year

Semester I

CHEM 421 or 425 (3)
CHEM 396W (3)
Core or electives (9-10)

Semester II

CHEM 331 (3)
UD CHEM elective (3)
CHEM 489 (0)
Core or electives (9-10)

* Students deficient in mathematics should take Math 115 instead of Math 150, followed by Math 150 and 151.

CHEM 421 ORGANIC / PHYSICAL EXPERIMENTAL CHEMISTRY (3)

An advanced laboratory course with experiments and projects that integrate principles and methods in analytical, organic, and physical chemistry, with considerable emphasis on instrumental methods. Two laboratory periods weekly. Fall semester. Prerequisites: CHEM 220, 302, 302L, completion of or concurrent registration in CHEM 311.

CHEM 423 INORGANIC / PHYSICAL EXPERIMENTAL CHEMISTRY (3)

An advanced laboratory course which integrates techniques and concepts from inorganic and physical chemistry plus, to a lesser extent, analytical chemistry. A wide variety of classical and modern methods of experimental chemistry, including both wet chemical and instrumental methods, will be used in experiments which show the interrelationships between these three areas of chemistry. Two laboratory periods weekly. Spring semester. Prerequisites: CHEM 220, 302, 302L, 311 and 440.

CHEM 425 INSTRUMENTAL ANALYSIS (3)

A survey of contemporary instrumental methods of chemical analysis, with emphasis on spectroscopic, electrochemical, and separation techniques. The theory, design, and operation of specific instruments will be discussed. Experiments and projects utilizing FTIR, NMR, GC- and LC-MS, HPLC, voltammetry, absorption, emission and fluorescence will be selected. Two laboratory

periods weekly. Fall semester. Prerequisites: CHEM 220, 302, 302L, completion of or concurrent registration in CHEM 311.

CHEM 427 BIOPHYSICAL CHEMISTRY LABORATORY (3)

An advanced laboratory course in which spectroscopic techniques are applied to biological problems in order to extract thermodynamic, kinetic and structural information. This information will then be correlated to function of the biomolecule. The techniques to be explored may include UV-Vis, CD, FTIR, NMR, MS, fluorescence spectroscopy and the computational methods necessary for data analysis. The fundamental principles and special considerations of their application to enzymes, proteins, DNA and other biomolecules will be presented in lecture and carried out in the laboratory. Two laboratory periods weekly. Spring semester. Prerequisites: CHEM 220, 302, 302L, completion of or concurrent registration in CHEM 331. CHEM 335 is strongly recommended.

CHEM 440 INORGANIC CHEMISTRY (3)

The principles of inorganic chemistry, such as atomic and molecular structure, bonding, acid-base theory, and crystal field theory, are examined. Utilizing these principles, the chemistry of the elements of the periodic table is discussed, including the kinetics and mechanisms of reactions. The various fields within inorganic chemistry, including solid-state, coordination and organometallic chemistry are introduced. Three lectures weekly. Fall semester.

Recommended Program of Study Biochemistry

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. It is designed for students intending to obtain an ACS-certified degree. There is some flexibility to meet individual needs. Elective courses in chemistry and biology may be taken at any time as long as the course prerequisites have been satisfied. Students are encouraged to consult with their academic advisor to ensure that their needs and interests will be met.

**Freshman Year
Semester I**

CHEM 151 (3)
CHEM 151L (1)
MATH 150* (4)
BIOL 190 (3)
Core or electives (4-5)

Semester II
CHEM 152 (3)
CHEM 152L (1)
MATH 151 (4)
BIOL 225, 225L (4)
Core or electives (3-4)

**Sophomore Year
Semester I**

CHEM 301 (3)
CHEM 301L (1)
CHEM 220 (3)
Core or electives (8-9)

Semester II
CHEM 302 (3)
CHEM 302L (1)
PHYS 270 (4)
BIOL 300 (3)
Core or electives (4-5)

**Junior Year
Semester I**

CHEM 311 (3)
CHEM 331 (3)
PHYS 271 (4)
Core or electives (5-6)

Semester II
CHEM 314 (3)
CHEM 335 (3)
Core or electives (9-10)

**Senior Year
Semester I**

CHEM 396W (3)
CHEM 421 or 425 (3)
CHEM 440 (3)
Core or electives (6-7)

Semester II

CHEM 427 (3)
UD CHEM or BIOL elective (3-4)
CHEM 489 (0)
Core or electives (8-10)

* Students deficient in mathematics should take Math 115 instead of Math 150, followed by Math 150 and 151.

Prerequisites: CHEM 302; completion of or concurrent registration in CHEM 311.

CHEM 489 MAJOR FIELD TEST IN CHEMISTRY (0)

As a part of the department's assessment program, each graduating senior is required to take the major field test in chemistry. A student who fails to take the major field test may be restricted from graduating. Every year.

CHEM 494 SPECIAL TOPICS IN CHEMISTRY / BIOCHEMISTRY (3-4)

Rotating in-depth courses focused on various chemical and biochemical topics based primarily on the expertise of faculty. May be repeated for credit when the topic changes. Prerequisite: varied (at least yearly).

CHEM 496 UNDERGRADUATE RESEARCH (1-3)

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only. Prerequisite: Approval by department chair.

496H HONORS UNDERGRADUATE RESEARCH (1-3)

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only. Prerequisite: Approval by department chair, membership in the Honors Program.

Classical Studies

Jonathan P. Conant, PhD, COORDINATOR

The Classical Studies Minor

The classical world was the crucible in which Christianity and the western artistic, literary, philosophical, and political traditions were formed. The classical studies minor is an interdisciplinary academic program that provides students with an opportunity to supplement their major with a structured and directed program of study in the histories, religions, cultures, languages, and societies of Greco-Roman antiquity. It is designed to help students develop a nuanced and sophisticated understanding of the Greek, Hellenistic, and Roman civilizations of the Mediterranean (ca. 750 BC–ca. AD 500), and in so doing to enrich their understanding of themselves, their major, and the Catholic tradition.

Requirements

Option I:

Three semesters in Greek or Latin and nine units in upper-division classical studies courses from a minimum of two disciplines (listed below), plus either a fourth semester in a classical language or three units from the lower-division classical studies courses (listed below).

Option II:

18 units, including 6 lower-division units from the courses below, and 12 upper-division units from a minimum of two academic disciplines.

Six lower-division units from:

ARTH 133	Introduction to Art History I
ENGL 223	Studies in Genre: Ancient Drama
ENGL 223	Studies in Genre: Classical Epic
ENGL 228	Studies in World Literature: Greece and Rome
HIST 102	The Ancient World
PHIL 270	History of Ancient Philosophy

12 upper-division units from:

ANTH 336	Pre-Classical Seafaring
ENGL 494	Special Topics: Classical Literature in Translation
GREK 499	Independent Study (may be repeated for credit with different topics)
HIST 311	Greek Civilization
HIST 312	Roman Civilization
HIST 321	Fall of the Roman Empire
LATN 499	Independent Study (may be repeated for credit with different topics)
PHIL 470	Studies in Ancient Philosophy
POLS 301	Political Thought: Ancient to Modern
THRS 353	Early Christianity
THRS 388	The World of the Bible

Communication Studies

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The Communication Studies Major

Communication studies is firmly committed to academic excellence through promoting a rigorous and relevant curriculum grounded in the liberal arts tradition. We approach communication as the primary social process: the various modes of human communication forge and maintain individual identity and collective organization. Our curriculum offers an integrated approach to communication, providing depth and breadth of knowledge and experience for undergraduate students competent in the construction, reception, and analysis of messages, which give shape to our world. Communication studies prepare students to participate in the professional, social, and civic life in an ethical, intellectually curious, and engaged manner.

The communication studies program offers four areas of concentration within the major: Foundations and contexts, communication and contemporary practice, images and influence, and media arts and culture. These concentrations are intended to provide students with the knowledge, background, and skills necessary to work in a communication-related profession, or to pursue advanced study in the field of communication or a related field.

Students who complete the major will have knowledge of foundational theories of communication; prevailing communication research paradigms; media industry structure and practices; prevailing criticism of media practice and performance; media influence on individuals and groups; the interplay of media systems in a global context; roles and functions of communication in interpersonal, group, organizational, and public contexts; conventions of public address and advocacy; and the impact

and ethics of persuasion. Students will also have the ability to think critically; develop and present an argument; conduct and evaluate social scientific, interpretive, and critical research; communicate effectively in interpersonal, group, organizational, and public contexts; and invent, arrange, and deliver effective and ethical messages via oral, print, and electronic modes.

All students in the communication studies major must complete 36 units of coursework in the major, including 12 units of lower-division core courses, nine units of upper-division core courses, and 15 units within their area of concentration.

Students who major or minor in communication studies are encouraged to participate in practicum (491, 492, 496) and internship (498) courses as part of their upper-division elective experience. No more than three units of 498, and a maximum of 6 units combined of 491, 492, 496 and 498, may be applied toward the major or minor.

COMM 101, 130 and 203 satisfy the core curriculum requirement in the social sciences.

Required Lower-division Core (12 units)

COMM 101, 130, 203, 220

Required Upper-division Core (9 units)

COMM 300, 336, 365

Concentration Requirements

Six units of required upper-division courses and nine units upper-division electives within the concentration.

The Communication Studies Minor

The communication studies minor consists of 6 lower-division units – COMM 101, and either 130, 203, or 220 – and 12 upper-division units to be selected in consultation with an advisor.

Communication Studies Concentrations

Students who major in communication studies are required to choose one of four concentrations. There are two required courses in each concentration (six units); students must take an additional nine units in the concentration or in consultation with an advisor.

Foundations and Contexts

A broad survey of the discipline designed to give students both depth and breadth in the foundations of and approaches to the study of communication. Particularly suited for students interested in a liberal arts education or preparation for graduate work. Students choose three upper-division elective courses in consultation with their advisor.

Required Courses:

COMM 325 Interpersonal Communication
 COMM 370/W Rhetorical Theory

Elective Courses:

Nine units upper-division in communication

Communication and Contemporary Practice

Advances an understanding of, and competency in, communication practices across professional contexts. Particularly suited for students interested in studying business, leadership, education, law, and/or relational communication. Students choose three upper-division electives courses in consultation with their advisor.

Required Courses:

COMM 325 Interpersonal Communication
 COMM 353 Organizational Communication
 OR
 COMM 350 Small Group Communication

Elective Courses:

Nine units upper-division in communication

Images and Influence

Explores the role of public communication in a mediated world, with a focus on issue and image management. Particularly suited for students interested in studying broadcasting, journalism, advertising, marketing, and public relations. Students choose three upper-division electives courses in consultation with their advisor.

Required Courses:

COMM 338 Media and Conflict
 COMM 460 Persuasion and Propaganda
 OR
 COMM 370/W Rhetorical Theory

Elective Courses:

Nine units upper-division in communication

Media Arts and Culture

Explores the relationship of media to identity and cultural production. Particularly suited for students interested in various forms of mediated expression and activism, such as television, radio, film, theater, and advertising. Students choose three upper-division electives courses in consultation with their advisor.

Required Courses:

COMM 330 Media Processes and Effects
 COMM 380 International Media

Elective Courses:

Nine units upper-division in communication

Communication Studies Courses (COMM)**COMM 101 INTRODUCTION TO HUMAN COMMUNICATION (3)**

An examination of the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organizational, and public communication. This course is a prerequisite for all upper-division communication studies courses, and fulfills a core curriculum requirement in the social sciences.

COMM 130 INTRODUCTION TO MEDIA STUDIES (3)

This course offers an introduction to the examination of media and media literacy. Students learn about the origins, history, and development of mass media. Additionally, the present structure, characteristics, and challenges in the areas of radio, television, and cable are addressed. Fulfills a core curriculum requirement in the social sciences.

COMM 203 PUBLIC SPEAKING (3)

An introduction to several forms of public communication. Emphasis is placed on the development and practice of public speaking about salient political, cultural, and social issues. Students are taught an audience-sensitive approach to the invention, arrangement, and delivery of public messages. Fulfills a core curriculum requirement in the social sciences.

COMM 220 INTRODUCTION TO MEDIA WRITING (3)

A general introduction to the skills and strategies associated with print and electronic journalism. Students are exposed to methods of news gathering, reporting, writing, and editing. The elements of the news story, interviewing, and the news conference are among the topics covered.

COMM 300 HUMAN COMMUNICATION THEORY (3)

This course provides a comprehensive survey of the various theories that comprise the communication studies discipline. Students are exposed to the dominant philosophical, conceptual, and critical perspectives germane to communication as a distinct academic pursuit. This class is intended as an overview of both speech communication and media studies traditions and is a recommended prerequisite to all upper-division courses in Communication Studies. Prerequisite: COMM 101.

COMM 325 INTERPERSONAL COMMUNICATION (3)

An examination of the dynamics of one-to-one communication. Various humanistic and social scientific perspectives are explored. Emphasis is placed on the individual as an active participant/consumer in interpersonal communication settings. Prerequisite: COMM 101.

COMM 326 NONVERBAL COMMUNICATION (3)

This course draws upon and scrutinizes the intersection of nonverbal and verbal communication channels, with an emphasis on the influence of nonverbal channels on communicator competence in interpersonal, media, organization, intercultural, and group contexts. Examples of specific topics include scholarship on the theory and application of nonverbal codes (and subsequent functions) vocal variation, nonverbal channels, and context-specific communication style. Prerequisite: COMM 101.

COMM 330 MEDIA PROCESSES AND EFFECTS (3)

This course examines the various functions or roles that media perform for individuals and society. Specific topics include: the influence that economic, political, and aesthetic forces have on media programming; the structure and functions of media organizations; and theories and studies of media effects. The development of informed, critical consumption of mass media messages is emphasized. Prerequisite: COMM 130.

COMM 336 OR 336W COMMUNICATION CRITICISM (3)

This course explores scholarly methods of media analysis, including structuralism, narrative media analysis, genre criticism, ideological criticism, and semiotics. This course emphasizes the importance of symbolic qualities of mediated messages. Prerequisites: COMM 130.

COMM 338 MEDIA AND CONFLICT (3)

This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity. It is recommended that students complete COMM 130 before enrolling in this course.

COMM 350 SMALL GROUP COMMUNICATION (3)

An examination of theories and principles of group communication. Students study interactional and attitudinal variables which influence the nature of group communication. Topics include group norms and roles,

leadership, motivation, coalition formation, communication networks, and persuasion. Prerequisite: COMM 101.

COMM 353 ORGANIZATIONAL COMMUNICATION (3)

This course examines the form and function of messages within organizations, with special emphasis on business communication. The course will focus on the role of communication in developing productive work relationships, human-resource practices, and organizational cultures. Topics include past and current management practices, communication networks and technologies, interpersonal relationships in organizations, public communication, and organizational communication assessment. Prerequisite: COMM 101.

COMM 365 COMMUNICATION RESEARCH METHODS (3)

An overview of communication research methodologies. Students are exposed to the prevailing paradigms of qualitative and quantitative research. The descriptive and explanatory values of historical, statistical, and survey methodologies will be examined. Ethical principles governing the process of research will also be explored. Prerequisite: COMM 101.

COMM 366W INTERPRETATIVE RESEARCH METHODS (3)

A survey of contemporary interpretive methods in communication research. This course will help students understand bases of knowledge and value of communication not covered in COMM 365. Students will be exposed to methods such as field observation, ethnography, and content analysis. Prerequisite: COMM 101.

COMM 370 OR 370W RHETORICAL THEORY (3)

An examination of rhetorical thinking from its birth in Athens to the present time covering basic rhetorical principals and tenets. Students explore issues such as rhetoric as a humane discipline, the place of rhetoric in democracies, and the worth of rhetoric as a means of inducing change. Prerequisite: COMM 101.

Recommended Program of Study, Communication Studies

Freshman Year**Semester I**

Preceptorial (3)
COMM 101 or 103 (3)
CC (9)

Semester II

COMM 101 or 103 (3)
COMM 130 or 220 (3)
CC (9)

Sophomore Year**Semester I**

COMM 130 or 220 (3)
COMM 300 (3)
CC (9)

Semester II

Upper-division COMM (6)
CC (9)

Junior Year**Semester I**

Upper-division COMM (6)
CC or electives (6-9)

Semester II

Upper-division COMM (6-9)
CC or electives (6-9)

Senior Year**Semester I**

Upper-division COMM (3-9)
Upper-division electives

Semester II

Upper-division COMM (3-9)
Upper-division electives

COMM 380 INTERNATIONAL MEDIA (3)

This course examines media systems, uses, and social impact around the world, with an emphasis on trans-national comparisons of media development. Topics to be addressed include globalization of the media environment, media and national identity, communication for social change, and the influence of U.S. media on cultures around the world. It is recommended that students complete COMM 130 before enrolling in this course.

COMM 403 ADVANCED PUBLIC SPEAKING (3)

This course includes training in the types of professional presentations that occur in business, politics, education, and other forms of public communication. Through instructor and peer evaluation, students will gain proficiency in such skills as manuscript, extemporaneous, and impromptu speaking, and the use of conventional and electronic visual aids. Recommended as preparation for management, graduate work, and all levels of teaching. Prerequisite: COMM 203.

COMM 421 OR COMM 421W ADVANCED JOURNALISM (3)

This course combines instruction in contemporary theories about press performance with advanced newsroom skills. The course advances students' understanding of newsroom management, news gathering, press ethics, and the organizational norms that drive journalistic styles. Students develop advanced reporting and editing skills in completing various news assignments. Prerequisite: COMM 220.

COMM 422W FAMILY BUSINESS COMMUNICATION (3)

This course examines organizational communication theory as it applies to management, conflict resolution, and effective communication in family business contexts. Unique to family businesses is the way communication functions in the processes of management succession, compensation, ownership succession, and employee motivation. Students will also examine how cultural issues affect family-owned businesses both within and outside the United States. Students will develop and practice their written and oral skills by editing and rewriting various projects that are presented as a final portfolio of their work.

**COMM 432 FILM AND CULTURAL POLITICS (3)
OR 432W**

This course looks at the role of film in responding to and defining culture and politics. It focuses on mainstream, commercial, and narrative film, and includes a focus on historical and ideological approaches to film criticism. Students will be encouraged to appreciate historically significant movies, learn sophisticated methods of film criticism, and assess the contributions contemporary films make to students' understanding of themselves and others. It is recommended that students complete COMM 336 before enrolling in this course.

COMM 435 PRINCIPLES OF PRODUCTION (3)

This course provides students an opportunity to learn production skills while incorporating discussions of aesthetics, film theory, and ethics. Students are introduced to three phases of broadcast production: writing and planning (storyboarding, scripting); audio (actualities, sound effects, music); and visual production (composition, lighting, editing). By the end of the course students will produce a short video and/or audio presentation. Prerequisite: COMM 130.

COMM 445 OR 445W GENDER COMMUNICATION (3)

This course provides an overview of the relevant research on gender issues and the construction of gender through mediated forms. Communicator styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are investigated. It is recommended that students complete COMM 101 before enrolling in this course.

COMM 455 INTERVIEWING AND NEGOTIATING: PRINCIPLES AND PRACTICES (3)

This course is an examination of methods and techniques applicable to a variety of interviews and negotiations. Students prepare, participate in, and critique employment, journalistic, and appraisal interviews. Students also learn techniques and principles of negotiating, including alternative dispute resolution, distributive bargaining, and principled negotiations. Prerequisite: COMM 101.

COMM 460 PERSUASION AND PROPAGANDA (3)

In this course students will examine the various forms of interpersonal, public, and mass persuasion messages that they encounter daily. Students will understand rhetorical, cognitive, and behavioral theories of persuasion, with emphasis placed on propaganda and the ethical critique of human persuasion. Prerequisite: COMM 101.

COMM 462 POLITICAL COMMUNICATION (3)

A survey of the centrality of communication processes in substantive areas of political activity. Areas of study include political speeches, election campaigns, debates, government and media relations, advertising and propaganda, and political movements. Special emphasis is placed on the relationship between public opinion and the use of rhetorical strategies, imagery, and symbolism.

COMM 475 INTERCULTURAL COMMUNICATION (3)

This course allows students to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, norms, interethnic/intergroup communication, and adaptation, and the course explores mindful ways of enhancing such encounters. It is

recommended that students complete COMM 300 before enrolling in this course.

COMM 480 OR 480W ADVANCED TOPICS IN INTERNATIONAL MEDIA (3)

This upper-division elective provides students an opportunity for an in-depth analysis and examination of media systems in a particular region of the world and/or transnational connections around a particular international cultural practice. Topics will vary according to the instructor and interest. General themes may include Latin American Media Systems, British Media Systems, Asian Cinema or Global Youth Culture. Course may be repeated as topics vary. It is recommended that students complete COMM 130 and COMM 380 before enrolling in this course.

COMM 482 OR 482W CHILDREN AND MEDIA (3)

This course is an overview of the relevant research on the role of electronic media in the lives of children. Some topics include: sex role stereotypes, violence; advertising; relationships, body image; and materialism. Students will also explore the positive influence of electronic media including its use for pro-social and educational purposes. It is recommended that students complete COMM 130 and COMM 330 before enrolling in this course.

COMM 485W WRITING FOR MEDIA (3)

This course provides students an opportunity to learn skills and strategies associated with writing and production in various media forms. Course material surveys the industry standards media professionals bring to their work, as well as academic criticism of these practices. Students will learn how to create and criticize a variety of media texts, including news packages, television narratives, and advertisements. Prerequisite: COMM 220 is recommended.

COMM 488 GLOBAL / VIRTUAL TEAM DEVELOPMENT (3)

This course is designed to further students' understanding of small group theory, development, and research and explore how groups develop into teams. Students will have the opportunity to work in multicultural and virtual teams by providing you with basic diversity training and development, and research. The course emphasizes a wide range and scope of topics related to teams and teamwork by addressing issues such as finding alternative solutions to problems, reaching decisions, making recommendations, and understanding the process of team and organizational development as a whole.

COMM 491 VISTA STAFF (1-3)

Students interested in receiving journalism experience may participate in the publication of the USD student newspaper The Vista by serving as staff writers, editors, or working in other available positions. Enrollment is by consent of instructor.

COMM 492 USDtv STAFF (1-3)

Students interested in gaining experience in broadcasting may work for the campus television station, USDtv. Students are eligible to be on-air talent, serve as producers, editors, marketing personnel, or other available positions. Enrollment is by consent of instructor.

COMM 494 SPECIAL TOPICS IN COMMUNICATION STUDIES (3)

Selected topics in Communication Studies will be examined.

COMM 495 SENIOR PROJECT (2-3)

This seminar is a capstone course in which seniors produce an original research or creative project. The course addresses research methods, critical thinking, and the writing process. Students will present the results of their work. Recommended for students planning on pursuing graduate studies.

COMM 496 RESEARCH PRACTICUM (1-3)

The goal of the Advanced Research Practicum is to provide communication studies majors with an applied experience in the conduct of original academic research by assisting on a faculty-led scholarly project. The practicum is designed to build expressly on the knowledge students gain in COMM 365 or COMM 366 – the department's research methods courses. Students will meet with a faculty member, with whom a research relationship is pre-established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. It is required that students complete either COMM 365 or 366 prior to enrollment in the Advanced Research Practicum.

COMM 498 COMMUNICATION STUDIES INTERNSHIP (2-3)

An experiential education course in which students participate as interns in either radio or television, public relations, advertising, or some facet of organizational communication. Open only to communication studies majors or minors of second-semester junior status or higher. No more than 3 internship units may be applied toward the major or minor. Students should consult the communication studies intern coordinator or go to www.sandiego.edu/commstudies/interns for details about enrollment and qualification. Prerequisite: Students must

either have completed or be concurrently enrolled in COMM 300; second-semester junior status or higher.

COMM 499 INDEPENDENT STUDY (1-3)

Students interested in completing a special project with guidance from a faculty member may consider an independent study. Students should consult a faculty member who has expertise in their interest area and be prepared to explain their intended project or research question(s). The student and instructor agree upon specific requirements. Registration is by consent of instructor and requires the completion of the independent study form.

Computer Science

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The Computer Science Major

Computer science is the system of principles and theory which deals with what computers do. It studies the nature of computation. For any given problem, it asks whether the answer can be computed, and, if so, what are the most efficient and practical ways to do the computation. (Often the methods that are best for machines are quite different from those that are practical for human beings.)

Computers are machines that manipulate abstract symbols according to specified rules. Therefore, computer science relies heavily on abstract reasoning and mathematics. The mathematics involved is usually quite different, however, from traditional mathematics. Much of it has been developed recently in response to the development of computers.

As an academic discipline within the liberal arts tradition, computer science has ties with many other disciplines. The natural sciences provide the physical principles upon which computers are built. Computer science serves the sciences, engineering, and business in providing the means to perform complex calculations and to analyze large amounts of data. Psychology and philosophy share with computer science the desire to understand the nature of reason, language, and intelligence.

The most important skills needed by a prospective computer scientist are an excellent command of one's native language and the ability to think in a mathematical way.

Note: One of the modern, high-level programming languages is used in the introductory programming courses, and many of the upper-division computer science courses assume a knowledge of one of these languages. Therefore, a knowledge of BASIC or FORTRAN is not a substitute for COMP 150 or 151.

Major Requirements

1. Lower-division preparation for the major.

COMP 150	Computer Programming I (3)
COMP 151	Computer Programming II (3)
COMP 280	Introduction to Assembly Language (3)
COMP 285	Data Structures and Algorithms (3)
MATH 150	Calculus I (4)
MATH 151	Calculus II (4)
MATH 160	Logic for Mathematics and Computer Science (3)

Note: MATH 160 satisfies the core curriculum logic competency requirement. Students majoring in computer science should take this course instead of PHIL 101 or 102.

2. Upper-division (27 units)

a. Required courses:

COMP 300	Principles of Digital Hardware (4)
COMP 305	Object-Oriented Design and Programming (3)
COMP 310	Operating Systems (3)
COMP 370	Automata, Computability, and Formal Languages (3)
COMP 465W	Software Engineering (3)
COMP 495	Senior Project (2)

b. Nine upper-division elective units chosen from:

COMP 340	Numerical Analysis (3)
COMP 345	Database Management Systems Design (3)
COMP 350	Computer Graphics (3)
COMP 355	Digital Modeling and Simulation (3)
COMP 360	Programming Languages (3)
COMP 375	Networking (3)
COMP 380	Neural Networks (3)
COMP 480	Algorithms (3)
COMP 494	Special Topics (3)
COMP 499	Independent Study (1-3)

c. At least 15 of the upper-division units for in the major must be completed at USD.

d. It is highly recommended that computer science majors pursue a minor in a related field such as mathematics, physics, engineering, or business administration.

e. It is also recommended that computer science majors take one or more of the courses MATH 320 (Linear Algebra), MATH 350 (Probability), and MATH 355 (Combinatorics), for additional background in mathematics.

The Minors

Students wishing to major in another field while also developing competency in the use of computers are encouraged to choose one of the minors described below.

The Minor in Computer Science

The computer science minor is intended for students who have a general interest in the workings and uses of computers. Minimum requirements for the minor in computer science are:

- a. COMP 150 Computer Programming I (3)
- b. COMP 151 Computer Programming II (3)
- c. 12 additional units, at least 9 of which are in upper-division courses, excluding COMP 498. One course at most from ELEC 310, 340, 410, and 450 can count toward these 12 units. COMP 300 and ELEC 310 cannot both apply toward the 12 units.

Note: Neither COMP 100 nor COMP 498 may be applied toward the requirements for the minor in computer science.

The Minor in Information Science

The information science minor is intended for students who have a special interest in the analysis, design, implementation, and use of computer-based information systems and organizations. Minimum requirements for the minor in information science are:

- a. COMP 150 Computer Programming I (3)
- b. COMP 151 Computer Programming II (3)
- c. COMP 285 Data Structures and Algorithms (3)

d. Nine additional units, at least 6 of which are in upper-division courses chosen from:

1. the computer science offerings listed in this bulletin, excluding COMP 100 and COMP 498. COMP 345 is highly recommended
2. ITMG 350 – Management Information Systems.

Lower-Division Courses (COMP)

COMP 100 INTRODUCTORY COMPUTER PROGRAMMING (3)

An elementary introduction to computer programming and applications for non-majors and non-minors. Computer organization; problem solving; algorithms; structured programming in a simple computer language; computer applications; and current issues and trends in computer science. This course does not satisfy any of the requirements for the computer science major or minor and is not a substitute for COMP 150.

COMP 150 COMPUTER PROGRAMMING I (3)

Algorithms and programming in a selected computer language; expressions, statements, basic data types; sequence, decision, iteration; functions and procedures; arrays; recursion; file input and output; loop invariants; syntax analysis; and program design, documentation, validation, and debugging. Prerequisite: MATH 115 or equivalent, or pass Level 2 mathematics placement exam within the previous year. COMP 100 is not a prerequisite

COMP 151 COMPUTER PROGRAMMING II (3)

Continuation of COMP 150. Basic data structures, including lists, stacks, queues, and binary trees; abstract data types; sorting and searching algorithms; exception handling; event driven programming; Prerequisite: COMP 150 or equivalent.

COMP 160 PROGRAMMING LANGUAGES (1-3)

Introduction to a particular high-level programming language such as C, C++, Python, Ruby, MATLAB, and Maple. Programming assignments appropriate to the

Recommended Program for Computer Science Students Beginning Study in Fall 2010 or Fall 2012

Freshman Year

Semester I

COMP 150 (3)
MATH 150 (4)
CC (9)

Semester II

COMP 151 (3)
MATH 151 (4)
CC (9)

Sophomore Year

Semester I

COMP 285 (3)
MATH 160 (3)
CC (9-12)

Semester II

COMP 305 (3)
CC (12-15)

Junior Year

Semester I

COMP 280 (3)
Upper-division
COMP elective (3)
CC and electives (9-12)

Semester II

COMP 300 (4)
Upper-division
COMP elective (3)
CC and electives (9-12)

Senior Year

Semester I

COMP 310 (3)
COMP 465W (3)
Upper-division
COMP elective (3)
CC and electives (6-9)

Semester II

COMP 370 (3)
COMP 495 (2)
CC and electives (9-12)

language studied. Prerequisite: COMP 150 or equivalent. This course does not satisfy any of the requirements for the major in computer science.

COMP 280 INTRODUCTION TO ASSEMBLY LANGUAGE (3)
Machine structure; machine language; assembly language instructions and addressing modes; data representations; subroutines; macros; traps and interrupts; and input and output. Prerequisite: COMP 151.

COMP 285 DATA STRUCTURES AND ALGORITHMS (3)
Data structures, algorithm analysis and general programming design and applications; balanced trees, hashing, priority queues, sets, and graphs; more on sorting and searching; Prerequisites: COMP 151 and MATH 160, or equivalent courses.

Upper-Division Courses (COMP)

COMP 300 PRINCIPLES OF DIGITAL HARDWARE (4)
Combinational and sequential logic, registers, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week. Prerequisites: COMP 280 and MATH 160, or consent of instructor.

COMP 305 OBJECT-ORIENTED DESIGN AND PROGRAMMING (3)
Classes, encapsulation, inheritance, polymorphism, class derivation, abstract classes, namespaces, function overloading and overriding, function name overload resolution, container classes, template classes; unified modeling language (UML); constructing conceptual models, system sequence diagrams; design patterns; case studies. Prerequisite: COMP 285 or equivalent.

COMP 310 OPERATING SYSTEMS (3)
Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming. Prerequisites: COMP 285 and 300, or equivalent courses.

COMP 340 NUMERICAL ANALYSIS (3)
Approximate computations and round-off errors; Taylor expansions; numerical solution of equations and systems of equations; systems of linear equations; numerical integration; numerical solution of differential equations; interpolation; and problem solving on the computer. Prerequisites: COMP 150 and MATH 151. Cross-listed as MATH 340.

COMP 345 DATABASE MANAGEMENT SYSTEMS DESIGN (3)
Introduction to database concepts; data models; query facilities; and file organization and security. Prerequisite: COMP 285.

COMP 350 COMPUTER GRAPHICS (3)
The development of high-level, device-independent graphics routines; basic line drawing algorithms, text design, and other graphics primitives; 2-D representations of coordinate systems, image segmentation, and windowing. Prerequisites: COMP 285 and MATH 151.

COMP 355 DIGITAL MODELING AND SIMULATION (3)
Mathematical modeling; probabilistic and deterministic simulations; pseudo-random number generators; event generators; queuing theory; game theory; and continuous models involving ordinary and partial differential equations. Prerequisites: COMP 305 and MATH 151.

COMP 360 PRINCIPLES OF PROGRAMMING LANGUAGES (3)
The organization of programming languages with emphasis on language semantics; language definition, data types, and control structures of various languages. Prerequisite: COMP 285; COMP 280 is recommended.

COMP 370 AUTOMATA, COMPUTABILITY, AND FORMAL LANGUAGES (3)
Finite state machines; formal grammars; computability and Turing machines. Prerequisites: COMP 285, or upper-division mathematics course.

Recommended Program for Computer Science Students Beginning Study in Fall 2011

Freshman Year

Semester I

COMP 150 (3)
MATH 150 (4)
CC (9)

Semester II

COMP 151 (3)
MATH 151 (4)
CC (9)

Sophomore Year

Semester I

COMP 280 (3)
COMP 285 (3)
MATH 160 (3)
CC (6-9)

Semester II

COMP 300 (4)
COMP 305 (3)
CC (9-12)

Junior Year

Semester I

COMP 310 (3)
Upper-division COMP
elective (3)
CC and electives (9-12)

Semester II

COMP 370 (3)
Upper-division COMP
elective (3)
CC and electives (9-12)

Senior Year

Semester I

COMP 465W (3)
Upper-division COMP
elective (3)
CC and electives (12-15)

Semester II

COMP 495 (2)
CC and electives (12-15)

COMP 375 NETWORKING (3)

Introduction to the design and implementation of computer and communication networks. The focus is on the concepts and the fundamental design principles that have contributed to the global Internet's success. Topics covered will include MAC layer design (Ethernet/802.11), the TCP/IP protocol stack, routing algorithms, congestion control and reliability, and applications (HTTP, FTP, etc.) and advanced topics such as peer-to-peer networks and network simulation tools. Recent trends in networking such as multimedia networking, mobile/cellular networks and sensor networks will also be discussed. Prerequisite: COMP 151 or equivalent.

COMP 380 NEURAL NETWORKS (3)

A study of the fundamental concepts, architectures, learning algorithms and applications of various artificial neural networks, including perceptron, kohonen self organizing maps, learning vector quantization, backpropagation, and radial basis functions. Prerequisites: COMP 285 and MATH 151, or consent of instructor.

COMP 465W SOFTWARE ENGINEERING (3)

Theoretical and practical aspects of software development; project planning; requirements and specification; general and detailed design; implementation; validation and verification; formal documentation. Students will participate in developing documentation for a large software project. Prerequisite: COMP 305.

COMP 480 ALGORITHMS (3)

Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity. Prerequisites: COMP 285 and MATH 151.

COMP 494 SPECIAL TOPICS (3)

Topics of special interest chosen by the instructor. Prerequisites: COMP 305 and consent of the instructor. COMP 494 may be repeated for credit with a different topic.

COMP 495 SENIOR PROJECT (2)

The course involves participation in a capstone senior project of substantial interest to computer scientists. Emphasis is on the design and implementation of computer systems for real problems. A final written report and oral presentation in the presence of other students and faculty are required. Prerequisites: COMP 465W and senior standing.

COMP 498 INTERNSHIP (1-3)

Practical experience in the application of the principles of computer science. Students will be involved in a software or hardware project. Enrollment is arranged on an individual basis according to the student's interest, background, and the availability of positions. A written report is required.

Units may not normally be applied toward the major or minor in computer science. COMP 498 may be repeated for a total of three units.

COMP 499 INDEPENDENT STUDY (1-3)

Individual study including library or laboratory research or program writing. A written report is required. Prerequisites: COMP 151 and consent of instructor. COMP 499 may be repeated for a total of three units.

English

Sister Mary Hotz, RSCJ, PhD, CHAIR

Eren Branch, PhD

Jericho Brown, PhD

Cynthia Caywood, PhD

Dennis M. Clausen, PhD

Halina Duraj, PhD

Carlton D. Floyd, PhD

Joseph Jonghyun Jeon, PhD

Peter Kanelos, PhD

Joseph McGowan, PhD

Gail Perez, PhD

Atreyee Phukan, PhD

Fred Miller Robinson, PhD

Abraham Stoll, PhD

Barton Thurber, PhD

Stefan Vander Elst, PhD

Irene Williams, PhD

The English Major

The English major affords students a rich educational experience in the history, theory, and appreciation of literature and in the craft of writing. Courses encourage students to develop skills in textual analysis and critical thinking, as well as expertise in understanding the vital role of artistic expression in society and culture.

In lower-division courses, students improve essential skills needed to understand and interpret literature and to express their ideas in writing. Emphasizing poetry as well as prose, these courses invite students to read literature within a variety of social, cultural, and ethnic contexts.

Upper-division courses encourage a sense of literary history and tradition as well as an understanding of adaptation and change in cultural and literary conventions, from the early medieval origins of English to the present diversity of expression by users of this global language. With the freedom afforded by upper-division electives, the student is invited, for example, to explore U.S. ethnic and world literatures, to undertake the study of non-canonical works, to examine different genres and historical periods, or to

nurture a specific interest through a series of related classes. The Senior Project option provides a further opportunity for in-depth study in the student's chosen area.

As one of the core disciplines of university education, the English major values both the pleasures we derive from literature and the challenges it brings to the ways we think about our cultural, political, and personal lives. This grounding in written expression, literary analysis, and cultural criticism provides excellent preparation for careers in fields such as law, business, government, education, or communications, as well as for graduate study in literature or writing.

Major Requirements (39 units)

Students majoring in English must satisfy the core curriculum requirements as set forth in this bulletin and complete all major requirements as presented in the following schedule:

Lower-division – 12 units

ENGL 222 Poetry (3)

ENGL 280 Introduction to Shakespeare (3)

Two lower-division elective courses (six units) chosen from:

ENGL 223 Studies in Genre (3)

ENGL 224 Studies in Literary Traditions (3)

ENGL 225 Studies in U.S. Literature (3)

ENGL 228 Studies in World Literature (3)

Upper-division – 27 units

ENGL 300 British Literature to 1800 (3)

24 upper-division units that must include the following distribution requirements:

- Literature before 1660 (3)
- Literature from 1660 to 1900 (3)
- Literature from 1900 to the present (3)
- An English "W" course (3).

The English Minor

Minor Requirements (18 units)

Lower-division – nine units

ENGL 222 Poetry (3)

ENGL 280 Introduction to Shakespeare (3)

One lower-division elective course (three units) chosen from:

ENGL 223 Studies in Genre (3)

ENGL 224 Studies in Literary Traditions (3)

ENGL 225 Studies in U.S. Literature (3)

ENGL 228 Studies in World Literature (3)

Upper-division – nine units

ENGL 300 British Literature to 1800 (3)

Two upper-division elective courses (six units)

English Courses (ENGL)

Students should consult the list provided by the English department each semester during the class reservation period for more details concerning the focus and materials of particular course offerings.

ENGL 100 INTRODUCTION TO COLLEGE WRITING (3)

A writing workshop to prepare students to take ENGL 121. Instruction in the fundamentals of various modes of written expression, including sentence work, understanding the importance of audience, editing, and revision. Readings selected from non-fictional prose works. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

ENGL 121 COMPOSITION AND LITERATURE (3)

Fulfills the core curriculum requirement in lower-division written literacy. Practice in developing skills of close observation, investigation, critical analysis, and informed judgment in response to literary texts. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

ENGL 122 COMPOSITION AND LITERATURE FOR EDUCATORS (3)

Fulfills the core curriculum requirement in lower-division written literacy for students planning to complete the liberal studies major. Practice in developing skills of close observation, investigation, critical analysis, and informed judgment in response to literary texts. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

ENGL 222 POETRY (3)

An introduction to the study of poetry. Readings include a variety of poetic forms and range across literary periods and nationalities. Every semester.

ENGL 223 STUDIES IN GENRE (3)

Readings in a type of literature, ranging through periods and nationalities. May include drama, narrative, epic, tragedy, comedy, biography, autobiography, or others. Every semester.

ENGL 224 STUDIES IN LITERARY TRADITIONS (3)

Readings in a particular body of literature, which may be defined formally, topically, ethnically, or otherwise, as it develops over a period of time. Every semester.

ENGL 225 STUDIES IN U.S. LITERATURE (3)

Readings in some period or aspect of the literature of the United States. Every semester.

ENGL 228 STUDIES IN WORLD LITERATURE (3)

Readings in some period or aspect of literature outside England and the United States. Works not originally in English will be read in translation. Every semester.

ENGL 231 CHILDREN'S LITERATURE (3)

Literary and popular texts produced for children. Emphasis on analysis of how children's texts construct gender, sex, race, class, family structure, power relations, and violence, for example. Includes phonemic awareness, word analysis, and field experience. Reserved for students in credential programs.

ENGL 280 INTRODUCTION TO SHAKESPEARE (3)

Studies in the plays and poems of William Shakespeare, including the major genres (tragedies, comedies, histories, and romances). Every semester.

ENGL 298 INTERNSHIP (1-3)

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered for one to three units of upper- or lower-division credit. Every semester.

ENGL 300 BRITISH LITERATURE TO 1800 (3)

This course presents a survey of English literature from the seventh century (Caedmon) to 1800, including texts representative of the Old English and Medieval periods, the Renaissance, and the 18th century. Topics will include the evolution of the language and the development of literary/poetic form as well as historical and cultural contexts. Texts and writers usually include Beowulf, Chaucer, the Pearl Poet, Langland, Spenser, Sidney, Shakespeare, Donne, Milton, Pope, Swift, and others. Every semester.

ENGL 304W ADVANCED COMPOSITION (3)

A workshop course in the writing of expository, descriptive, and critical prose. This course is designed to fulfill the upper-division written literacy requirement for non-English majors; it will fulfill an upper-division elective for English majors. Every semester.

ENGL 306W ADVANCED COMPOSITION FOR EDUCATORS (3)

For liberal studies majors only. A workshop course in the writing of reflective, academic, and professional prose. Reading, writing, and research across the curriculum of the public elementary school classroom. Includes completion of the Content Portfolio for the liberal studies major. Every semester.

ENGL 310 DANTE (3)

Dante's *Divine Comedy*, *Vita Nuova*, and selected other works in their literary and historical contexts. Texts will be read in English translation.

ENGL 312 STUDIES IN MEDIEVAL LITERATURE (3)

This course considers literary texts composed from late antiquity through to the 15th century that may be drawn from European and other traditions of the period (Persian, Arabic, Indian, Slavic, Chinese, others). The course may include such topics as: the Heroic age; the Arthurian cycle; the age of chivalry; the Crusades. Texts are generally read in translation.

ENGL 314 CHAUCER (3)

The life and work of Geoffrey Chaucer, set in the historical and cultural context of late 14th-century England. The course gives particular attention to *The Canterbury Tales*, as well as to some of Chaucer's shorter poems. Readings will be in Middle English.

ENGL 318 DEVELOPMENT OF THE ENGLISH LANGUAGE (3)

Studies in the phonology, morphology, syntax, semantics, and pragmatics of the English language; synchronic and diachronic variation; current theories of the grammar of English; theories of language acquisition and contact. Required of teacher credential candidates.

ENGL 324 RENAISSANCE DRAMA (3)

Studies in the English drama of the 16th and 17th centuries, focusing on such contemporaries of Shakespeare as Marlowe, Jonson, Webster, and others.

ENGL 326 RENAISSANCE STUDIES (3)

Studies in the literature and culture of early-modern England. Readings may include poetry, drama, and prose, fiction and non-fiction.

ENGL 328 MILTON (3)

Studies in the poetry and prose of John Milton, with emphasis on *Paradise Lost*.

ENGL 332 RESTORATION AND EIGHTEENTH-CENTURY STUDIES (3)

Studies in the prose and poetry of men and women writing between 1660 and 1800. Writers may include Behn,

W Courses

English "W" courses meet the core curriculum requirement for upper-division written literacy. Offerings vary and may satisfy both the "W" and a distribution requirement simultaneously. (Majors may not fulfill the requirement with 304W or 306W.)

Recommended Program of Study

Fulfill the lower-division requirements in your freshman and sophomore years. Take ENGL 300 early in the major, preferably before more specialized courses. Credential candidates are required to take ENGL 318. It is recommended that students preparing for graduate work in English take ENGL 380 and ENGL 495.

Burney, Dryden, Finch, Johnson, Montagu, Pope, and Swift. Readings are grounded in the social, intellectual, and cultural history of the period.

ENGL 334 RESTORATION AND EIGHTEENTH-CENTURY DRAMA (3)

Studies in the drama written between 1660 and 1800. Playwrights may include Behn, Centlivre, Congreve, Etheredge, Farquhar, Sheridan, and Wycherly. Readings are grounded in the social, intellectual, and cultural history of the period.

ENGL 336 DEVELOPMENT OF THE NOVEL (3)

This course studies the emergence and development of the novel in England as a distinct literary genre in the eighteenth and early nineteenth centuries. Authors may include Defoe, Richardson, Swift, Fielding, Sterne, Smollett, Lewis, and Austen.

ENGL 342 ROMANTICISM (3)

Poetry and prose of first- and second-generation Romantic writers. May include Blake, the Wordsworths, Coleridge, Byron, the Shelleys, and Keats, as well as Continental and American Romantic writers.

ENGL 344 VICTORIAN STUDIES (3)

Poetry and prose of the Victorian period. May include works by Carlyle, Tennyson, the Brownings, the Pre-Raphaelites, Arnold, Wilde, Ruskin, Newman, Mill, and letters, journals, and diaries of the period.

ENGL 348 NINETEENTH-CENTURY NOVEL (3)

Readings in Austen, Dickens, the Brontës, George Eliot, Hardy, Conrad, and others. May also include letters, essays, and verse of the period.

ENGL 352 U.S. LITERATURE TO 1900 (3)

Readings will include works by Bradstreet, Hawthorne, Cooper, Poe, Twain, Dickinson, James, Whitman, Melville, and others.

ENGL 355 EARLY U.S. NONFICTION (3)

Essays, autobiographies, journals, manifestos, travel writings, and reviews. May include works by Edwards,

Franklin, Poe, Fuller, Douglass, Emerson, Peabody, Thoreau, Whitman, or others.

ENGL 356 U.S. LITERATURE FROM 1900 TO 1940 (3)

Readings will include works by Crane, Robinson, Dreiser, Wharton, James, Cather, Frost, Fitzgerald, Hemingway, and others.

ENGL 357 MODERN U.S. NONFICTION (3)

Essays, autobiographies, and miscellaneous U.S. prose since 1850. May include works by James, Adams, Gilman, DuBois, Stein, Wright, W.C. Williams, Baldwin, Lorde, Rich, or others.

ENGL 358 U.S. ETHNIC LITERATURE (3)

Studies in African-American, Asian American/Pacific Islander, Chicano/Latino, and Native American literatures. May be taught from a comparatist perspective and include other U.S. ethnic groups. Historical, political, and cultural material may be provided as context.

ENGL 359 MODERN U.S. FICTION (3)

Major works in relation to issues in 20th-century U.S. literature and culture. May include novels or short stories by Wharton, Stein, Hemingway, Faulkner, Fitzgerald, Wright, Morrison, or others.

ENGL 360 MODERN POETRY (3)

A selection of poets from early modernists to the present. May include works by Yeats, Stein, Eliot, Stevens, Hughes, Brooks, Rukeyser, Sexton, Yau, or others.

ENGL 362 MODERN DRAMA (3)

A study of selected plays from the past 125 years. Playwrights may include Ibsen, Chekhov, Shaw, Brecht, O'Neill, Churchill, Mamet, August Wilson, or others.

ENGL 364 POSTCOLONIAL STUDIES (3)

Studies in the literature that has arisen from European empires around the globe and the struggles of colonized peoples. Emphasis on the British Empire and the new nations of South Asia, Africa, and the Caribbean. May include historical contexts and non-literary works.

Upper-division Historical Distribution

Literature before 1660 can be fulfilled by: ENGL 310, 312, 314, 324, 326, 328.

Literature from 1660 to 1900 can be fulfilled by: ENGL 332, 334, 336, 342, 344, 348, 352, 355.

Literature from 1900 to the present can be fulfilled by: ENGL 356, 357, 358, 359, 360, 362, 364, 366, 368, 370.

Upper-division Electives

Additional electives can be chosen from any of the courses listed above or from the following: ENGL 304W, 318, 372, 374, 375, 376, 378, 380, 420, 493, 494, 495, 498. We encourage students to use these electives to develop a particular interest; this might be, for example, in medieval literature, African-American cultural history, or creative writing.

ENGL 366 MODERN EUROPEAN LITERATURE (3)

Readings may include works (in translation) by Dostoevsky, Kafka, Colette, Tsvetayeva, Camus, Levi, Duras, Handke, Bernhard, or others.

ENGL 368 MODERN BRITISH LITERATURE (3)

Major works in relation to issues in 20th-century British literature and culture. Writers may include Conrad, Lawrence, Joyce, Forster, Woolf, Shaw, Auden, Lessing, or others.

ENGL 370 CONTEMPORARY FICTION (3)

Studies in selected works of recent fiction from around the world.

ENGL 372 FILM STUDIES (3)

Aspects of film as narrative are considered. Topics may include film genres (the silents and early talkies, historical dramas, film noir, *cinéma vérité*), cinematic adaptation of literary texts, film theory, and the history of film. Restricted to English majors.

ENGL 374 GENDER AND LITERATURE (3)

Studies in the social and cultural construction of gender in literature and literary theory, as well as the impact of gender on the formation of literary canons.

ENGL 375 INTRODUCTION TO CREATIVE WRITING (3)

A workshop on imaginative writing, with examples drawn from literature.

ENGL 376 TOPICS IN CREATIVE WRITING (3)

Workshop discussion and analysis of student poetry, fiction, or drama (including screen-writing). Prerequisite: ENGL 375, or consent of instructor.

ENGL 378 METHODS OF TEACHING WRITING (3)

Workshop in the teaching of expository, descriptive, and critical prose. Prerequisite: Fulfillment of the core curriculum requirement in upper-division written literacy (any "W" course).

ENGL 380 LITERARY THEORY (3)

Investigation of the values and assumptions that inform literature and literary criticism through readings in important theorists. Recommended for students planning on graduate work.

ENGL 420 ADVANCED STUDIES IN SHAKESPEARE (3)

Further study of some aspect of Shakespeare's work: particular plays, genres, themes, etc. Topic varies. Spring semester. Prerequisite: ENGL 280 or consent of instructor.

ENGL 493 WRITING CENTER TUTOR (1-3)

Theory and practice for Writing Center tutors. Consent of Writing Center director required. Every semester.

ENGL 494 SPECIAL TOPICS (3)

Courses that treat a special topic, genre, or author. See departmental list of course offerings each semester.

ENGL 495 SENIOR PROJECT (3)

A capstone course designed to help seniors produce an original research project. Addresses research methods, critical thinking, and writing process. Recommended for students planning on graduate work.

ENGL 498 INTERNSHIP (1-3)

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered every semester for one to three units of upper- or lower-division credit. Other internship opportunities in the workplace or community involving writing or reading may be arranged by students with the consent of a faculty advisor and the department chair.

ENGL 499 INDEPENDENT STUDY (1-3)

Arranged with the consent of a faculty advisor and the department chair. Restricted to upper-division English majors or students who have completed at least one upper-division literature course.

Environmental Studies

Michel A. Boudrias, PhD, CHAIR

Elizabeth D. Baker Treloar, MS

Hugh I. Ellis, PhD

Sarah C. Gray, PhD

Ronald S. Kaufmann, PhD

Bethany O'Shea, PhD

Nathalie B. Reyns, PhD

Anne A. Sturz, PhD

Drew M. Talley, PhD

Zhi-Yong Yin, PhD

The Environmental Studies Major

The environmental studies major is offered by the Marine Science and Environmental Studies Department and is designed as an interdisciplinary approach studying environmental issues from the natural sciences, social sciences and humanities perspectives. This major is intended to provide students with a background in the natural sciences balanced by breadth in the social sciences and humanities most directly connected to environmental issues facing the world today. Students majoring in environmental studies will be well prepared to pursue graduate studies in environmental policy, resource management, environmental science, law or any area in the rapidly developing industries related to environmental sustainability.

The environmental studies major offers a curriculum that includes preparatory courses in the natural and social sciences designed to prepare students for both the core upper-division environmental science classes and the suite of electives they will take as part of the major. Several of the courses in the preparation for the major satisfy core curriculum requirements. Students must complete a capstone experience that consists of at least two units of practical experience followed by Senior Seminar where students formally share the results of their work. Certain courses offered through field programs (like the School for Field Studies) or study abroad programs may satisfy some requirements of the major.

Preparation for the Major

Lower-division

Lower-division courses required of environmental studies majors include:

Take either:

ENVI 112 (= BIOL 112)

Ecology and Environmental Biology (3)

OR

ENVI 121 Life in the Ocean (4)

Take either:

ENVI 109 Introduction to Physical Geography (4)
OR

ENVI 110 Introduction to Earth Systems (4)
OR

ENVI 104 Natural Disasters (3) and ENVI 104L
–Natural Disasters Laboratory (1)

MATH 120 Introduction to Statistics (3)

CHEM 151 General Chemistry with lab (4)
& 151L

ECON 101 Principles of Microeconomics (3)

ECON 102 Principles of Macroeconomics (3)

POLS 125 American Politics
OR

POLS 175 International Relations (3)

SOCI 218D Contemporary Social Issues: Community,
Urbanization and Culture (3)

Total Preparation Units: 26-27

Note: Some of the preparatory courses may have additional prerequisites.

Major Requirements

The major is made up of core environmental studies and marine science courses that are required and a selection of three additional elective courses that must include at least one science course with lab and at least one non-science course. These requirements are designed to emphasize the scientific basis of environmental topics while still providing options for students who want to emphasize the natural or social sciences at the upper-division level. Students will complete a total of 32-34 units of upper-division credit.

Upper-Division Environmental Studies Core

23 units of upper-division courses in environmental Studies and/or marine science

ENVI 300 Environmental Issues (3)
ENVI 305 Environmental Assessment Practices (3)
PHIL 338 Environmental Ethics (3)
OR

PHIL 344 Environmental Justice (3)

ENVI 314 Introduction to Maps & Spatial Data
Analysis (3)
OR

ENVI 313 Geospatial Information Systems for
Organizations (3)

ENVI 331W Coastal Environment Science (4)

ENVI 485 Environmental Geology (4)
OR

ENVI 487 Surface Water Hydrology (4)
OR

- MARS 473 Climatology (4)
OR
MARS 474/ History of Earth and Climate (4)
MARS 474L

Capstone Experience — at least two units of practical experience in ENVI 496, Research or ENVI 498, Internship OR ENVI 499, Independent Study or equivalent course and ENVI 495, Senior Seminar (1) for a total of three units

Note: Practical experience units must be completed at least one semester before taking ENVI 495.

9-11 units consisting of three upper-division courses, at least one science with lab and at least one non-science

Science

- ENVI 315 Geographic Information Systems (3)
ENVI 355 Environmental Chemistry (3)
ENVI 420 Introduction to Remote Sensing (4)
ENVI 485 Environmental Geology (4)
ENVI 487 Surface Water Hydrology (4)
MARS 300 Marine Environment (3)
MARS 473 Climatology (4)
MARS 474 History of Earth and Climate (3)
AND/OR
MARS 474L History of Earth and Climate Laboratory (1)

Non- Science

- ECON 308 Natural Resource Economics (3)
HIST 370 American Environmental History (3)
POLS 329 Law of the Sea (3)
POLS 342D Urban Politics (3)
POLS 349 Politics and the Environment (3)
SOCI 362 Social Change: Global Perspectives (3)
SOCI 400 Introduction to Urban Planning (3)
SOCI 455 Cities in Global Context (3)

The Environmental Studies Minor

The environmental studies minor is offered by the Department of Marine Science and Environmental Studies. The environmental studies minor is intended to accompany majors in the natural sciences, liberal arts, business, or education. This minor is intended to provide coursework in subjects that will help a student work in fields related to sustainability, environmental policy or management. This minor requires a consultation with an environmental studies advisor prior to registering for ENVI 300. A minimum of 18 units is required. Certain courses offered through field programs (like the School for Field Studies) may satisfy some requirements of the minor.

Required Courses

Lower-division

Take either:

ENVI 112 (= BIOL 112)

Ecology and Environmental Biology (3)
OR

ENVI 121 Life in the Ocean (4)

Take either:

ENVI 104/104L

Natural Disasters (4)
OR

ENVI 110 Introduction to Physical Geography and Earth Systems (4)
OR

MARS 120 Introduction to Physical Oceanography (4)

Upper-division

ENVI 300 Environmental Issues (3)

Prerequisites for ENVI 300 are ENVI 104/104L or ENVI 109 or ENVI 110 and ENVI 121 or ENVI 112 (= BIOL 112) or BIOL 190.

Take three courses, including at least one science course with laboratory and at least one non-science course. Note: Some of these courses have additional prerequisites.

Science Courses

- ENVI 305 Environmental Assessment Practices (3)
ENVI 315 Geographic Information Systems (3)
ENVI 331W Coastal Environmental Science (4)
ENVI 355 Environmental Chemistry (3)
ENVI 420 Introduction to Remote Sensing (4)
ENVI 485 Environmental Geology (4)
ENVI 487 Surface Water Hydrology (4)
MARS 300 Marine Environment (3)
MARS 473 Climatology (4)
MARS 474 History of the Earth and Climate (3)
AND/OR
MARS 474L History of the Earth and Climate Laboratory (1)

Non-Science Courses

- ANTH 335 Nautical Archeology (3)
ANTH 336 Pre-Classical Seafaring (3)
ANTH 339 Post-Medieval Seafaring and Empire (3)
ECON 308 Environmental and Natural Resource Economics (3)
HIST 370 American Environmental History (3)
PHIL 338 Environmental Ethics (3)
PHIL 344 Environmental Justice (3)
POLS 329 Law of the Sea (3)
POLS 342D Urban Politics (3)

- POLS 349 Politics and the Environment (3)
 SOCI 362 Social Change: Global Perspectives (3)
 SOCI 400 Introduction to Urban Planning (3)
 SOCI 455 Cities in Global Context (3)

Environmental Studies Courses (ENVI)

ENVI 104 NATURAL DISASTERS (3)

This course will give students an introduction to the earth and the dynamic natural processes that impact humanity and life in general. Man and nature are becoming increasingly intertwined as the human race continues to proliferate. This course will emphasize the fundamental scientific principles and processes related to natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, meteorite impacts, and climate change. Historic catastrophes will be emphasized. This course satisfies the core curriculum requirement for a physical science course without a laboratory. Every semester.

ENVI 104L NATURAL DISASTERS LAB (1)

This laboratory course will introduce students to skills and methods used to study natural disasters. Students will learn to identify rocks and minerals, employ map skills to study faults, volcanoes, coastal erosion, flooding, and other natural hazards, and interpret meteorological data. Natural hazards in San Diego will be examined through local field trips. ENVI 104L will fulfill the core curriculum requirement for a physical science laboratory. Prerequisite: concurrent registration in ENVI 104 or consent of instructor.

ENVI 109 INTRODUCTION TO PHYSICAL GEOGRAPHY (4)

An introductory course to give students a comprehensive overview of the earth and its component systems. The emphasis of this course is the interactions among the atmosphere, lithosphere, hydrosphere, and biosphere. Various global environmental issues also will be examined from the perspective of physical geography. Three lectures and one laboratory per week and some field experience, which may include an overnight trip. This course satisfies the core curriculum requirement for a physical science course with a laboratory. Fall semester.

ENVI 110 INTRODUCTION TO EARTH SYSTEMS (4)

Lecture and field investigations of geographic and geological processes. The objective of this course is to give students a comprehensive overview of the earth and its component systems. The emphasis of this course is the interactions among the atmosphere, lithosphere, and hydrosphere. Three lectures and one laboratory per week and some field experience, which may include an overnight trip. Every semester.

ENVI 112 ECOLOGY AND ENVIRONMENTAL BIOLOGY (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics include the ecosystem concept, population growth and regulation, and our modification of the environment. Two lectures per week and one laboratory every other week. Laboratory will include field trips, one of which will be an overnight trip to the desert. This course satisfies the core curriculum requirement for a life science and a laboratory. Cross-listed as BIOL 112. Every semester.

ENVI 121 LIFE IN THE OCEAN (4)

An introduction to the organisms in the ocean, including their phylogenetic and ecological interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. This course will satisfy the core curriculum requirement for a life science and for a laboratory course. This course will not satisfy the requirements of the marine science major. Three lectures and one laboratory per week. Every semester.

ENVI 170 THE SCIENCE OF CLIMATE CHANGE (3)

An introduction to the earth's climate system and the science of climate change. The course will first cover the following topics: introduction to earth-system science and the components of the climate system; atmospheric composition, energy balance, and circulation; the hydrologic cycle; methods to collect climate data; natural climate change in the geologic past and 20th century warming. With this foundation students will examine the scientific basis of anthropogenic global warming and the potential impacts of future climate change. This course may include a field trip outside of class time. This course will satisfy the core curriculum requirement for physical science without lab.

ENVI 294 SPECIAL TOPICS IN MARINE SCIENCE (2-4)

Topics of special interest and/or unique opportunity at the lower-division level. Prerequisites: Dependent on topic or consent of the instructor.

ENVI 300 ENVIRONMENTAL ISSUES (3)

This course is a consideration of environmental problems that confront our society today. By looking at controversial environmental issues, students will be encouraged to distinguish political interests and emotional hyperbole from scientific facts; furthermore, students will be presented examples of scientific facts that support different interpretations of an issue. Both environmental resolutions and their social implications will be considered. Three hours of lecture. Fall semester. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 and ENVI 121 or ENVI 112 (= BIOL 112) or BIOL 190.

ENVI 305 ENVIRONMENTAL ASSESSMENT PRACTICES (3)

An interdisciplinary approach to environmental decision making. An introduction to the law relative to environmental impact reports, their contents and development. Fall semester. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 and ENVI 112 or ENVI 121 or BIOL 190.

ENVI 312 INTRODUCTION TO GIS (3)

An overview of Geographic Information Systems (GIS), including its history, role in complex spatial analysis projects, and geographic data management. Related technologies such as global positioning system (GPS) and remote sensing also will be introduced. Laboratory exercises will emphasize digital cartography using ArcView software. Two hours of lecture and one laboratory per week. Prerequisite: MATH 115 or higher.

ENVI 313 GEOSPATIAL INFORMATION SYSTEMS FOR ORGANIZATIONS (3)

An introduction to geographic, or geospatial, information systems (GIS) applied to business/organizational decision-making applications. The course includes conceptual knowledge that underlies the spatial dimensions of many decisions and hands-on use of desktop GIS software. Topics include concepts and techniques for managing, analyzing, visualizing, and disseminating spatial information. Application areas include entrepreneurship, marketing, real estate, planning, public safety, transportation, economic development, and international issues. Prerequisite: ITMG 100 or equivalent or permission of instructor.

ENVI 314 INTRODUCTION TO MAPS AND SPATIAL DATA ANALYSIS (3)

Use of maps as an analytical tool. Topics include: map reading; the use of maps as a medium for describing and analyzing various types of spatially-distributed data; stereoscopic interpretation and cartographic representation of landforms, vegetation, and land use. Laboratory exercises will use ArcView software. Two hours lecture and one three-hour laboratory per week. Fall semester. Prerequisite: MATH 115 or higher.

ENVI 315 GEOGRAPHIC INFORMATION SYSTEMS (3)

Theory and practice of Geographic Information Systems (GIS) as a tool for the display and manipulation of spatial data. Applications include: urban planning; land use classification; biomass analysis; crop monitoring; forest resource assessment and management; and disaster assessment, management, and recovery. Laboratory exercises will use ArcInfo software. Two hours of lecture and one laboratory per week. Spring semester. Prerequisites: ENVI 313 OR ENVI 314 and MATH 115 or higher or consent of instructor.

ENVI 331W COASTAL ENVIRONMENTAL SCIENCE (4)

An interdisciplinary study of physical, chemical, and biological processes in the oceans with an emphasis on coastal environments. Topics include coastal oceanography, nutrient distribution and geochemical cycles, primary productivity, food webs and fisheries, and benthic habitats. This course examines the interactions between abiotic forces in the oceans and the organisms that live in a variety of habitats. Environmental issues will be connected to major scientific themes. Three lectures and one laboratory per week. Prerequisites: CHEM 151/151L and ENVI 121 or BIOL 221/221L.

ENVI 355 ENVIRONMENTAL CHEMISTRY (3)

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil, and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Two one-hour lectures and one three-hour lab per week. Prerequisites: CHEM 151/151L & 152/152L. Cross-listed as CHEM 355.

ENVI 361 ECOLOGICAL COMMUNITIES OF SAN DIEGO COUNTY (2)

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly. Cross-listed as BIOL 361.

ENVI 364 CONSERVATION BIOLOGY (4)

This course focuses on the history of conservation awareness, theory, and practice. Lectures address conservation biology from a historical perspective; readings and discussion are directed toward both classic and current literature. Student presentations will be expected. Weekend field trips may be required. Three lectures and one laboratory per week. Spring semester. Prerequisites: BIOL 190, 221/221L, 225/225L, and 300. Cross-listed as BIOL 364.

ENVI 420 INTRODUCTION TO REMOTE SENSING (4)

An introduction to remote sensing technology and its applications in earth science. This course will cover principles of remote sensing, aerial photography, photogrammetry, electronic multispectral imaging, and methods of digital image processing and analysis. Applications of remote sensing in marine and terrestrial environments and integration of remote sensing and geographic information systems also will be discussed. Three lectures and one laboratory per week and some field trips. Prerequisites: ENVI 312 or ENVI 313 or ENVI 314

and at least one course in physical science, or consent of instructor.

ENVI 485 ENVIRONMENTAL GEOLOGY (4)

This course will provide an in-depth examination of the geologic principles and issues pertinent to the environmental consulting industry. It will include a discussion of geologic hazards including floods, mass wasting, earthquakes, and erosion. An examination of the geology of groundwater occurrence, groundwater flow, and groundwater development and management will also be addressed. Specific examples from the San Diego region will be emphasized. Three lectures and one laboratory per week. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 and MATH 115 or higher; or consent of instructor.

ENVI 487 SURFACE WATER HYDROLOGY (4)

A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation, and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology, and issues especially relevant to Southern California. Three lectures and one laboratory per week and some field trips. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 or consent of instructor. An introductory course in statistics is recommended.

ENVI 494 SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (2-4)

Topics of special interest and/or unique opportunity. Prerequisites: Upper-division standing and consent of instructor or chair of Marine Science and Environmental Studies; other prerequisites may apply. Every semester.

ENVI 495 SENIOR SEMINAR (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to, and required of, all senior students majoring in environmental studies. Prerequisites: Completion of two units of ENVI 496, 498 or 499. Every semester.

ENVI 496 RESEARCH (1-3)

Directed research in environmentally related areas of the student's choosing. Since many of the projects may be interdisciplinary in nature, the student must contact the chair of marine science and environmental studies well in advance of enrolling in the class. Every semester.

ENVI 497 UNDERGRADUATE LABORATORY ASSISTANT (1)

Assist laboratory instructor in all aspects of an Environmental Studies laboratory. Prerequisite: consent of

instructor. Unit counts toward graduation, but not toward major/minor. Pass/fail only. Every semester.

ENVI 498 INTERNSHIP (1-3)

Experience in the practical and experimental application of the field. Students will be involved in research projects conducted by agencies and institutions outside the University, such as state parks, government agencies, research facilities, or marine industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. Two units taken in consecutive semesters recommended, but variations can be arranged with instructor or chair of marine science and environmental studies in advance. Maximum of three units. Pass/fail only. Every semester.

ENVI 499 INDEPENDENT STUDY (1-2)

An in-depth study of an environmental problem of the student's choosing. Guidance and coordination will be offered through a weekly meeting. The student will be required to submit a written report. Prerequisite: consent of the chair of marine science and environmental studies. Every semester.

Ethnic Studies

CORE FACULTY

Alberto López Pulido, PhD, CHAIR

May C. Fu, PhD

Michelle M. Jacob, PhD

Jesse Mills, PhD

Gail Perez, PhD

AFFILIATED FACULTY

Roy Brooks, JD, School of Law

Leeva Chung, PhD, Communications Studies

Bahar Davary, PhD, Theology and Religious Studies

Michelle Madsen Camacho, PhD, Sociology

Evelyn Diaz Cruz, MFA, Theatre Arts

Colin Fisher, PhD, History

Carlton Floyd, PhD, English

Joseph Jonghyun Jeon, PhD, English

Judith Liu, PhD, Sociology

Belinda Lum, PhD Sociology

Alejandro Meter, PhD, Languages and Literatures

Atreyee Phukan, PhD, English

Thomas E. Reifer, PhD, Sociology

Sandra Sgoutas-Emch, PhD, Psychology

Leonora Simonovis, PhD, Languages and Literatures

The Ethnic Studies Major

Ethnic Studies is a vibrant, interdisciplinary program that allows students to study the historical, cultural, and social dynamics of race and ethnicity in the United States. The major addresses our shared national legacy of conquest, contact, and resistance through three areas of concentration: History and Identity, Creativity and Spirituality, and Institutions and Activism.

Our core courses thoroughly ground students in theoretical perspectives related to these three themes. Within these broad categories, students are encouraged to develop their own areas of expertise, as they explore local and national communities of color. Through community service learning and internships, students are challenged to engage with issues of privilege, difference, inequality, social justice, and empowerment in an applied manner. Ethnic Studies is uniquely situated to provide students with cross-cultural competence, with an historical grounding in domestic social justice issues, and with conflict resolution skills—all essential to civic life in an increasingly diverse nation and world. Our majors are well prepared for careers in law, education, business, social work, counseling, public health, politics, and graduate study in ethnic studies.

Preparation for the Major

Nine units of lower-division courses:

ETHN 100D Introduction to Ethnic Studies (3)

ETHN 110D Ethnic Identity in the United States (3)

Three units in a lower-division elective:

ETHN 120D Introduction to African-American Studies (3)

ETHN 130D Introduction to American Indian Studies (3)

ETHN 140D Introduction to Chicano/Latino Studies (3)

ETHN 150D Introduction to Asian American Studies (3)

ETHN 294 Special Topics in Ethnic Studies (3)

Major Requirements

The major is interdisciplinary and requires 30 units of upper-division coursework to be distributed among the two core courses and the three areas of concentration:

A. History and Identity

B. Creativity and Spirituality

C. Institutions and Activism

There are six units of core classes that every student must take, the first of which, ETHN 496, should be completed at the beginning of upper-division coursework. Coursework will culminate in the capstone course, ETHN 497WC, a community-based research seminar. Students are required to take at least one course in each of the three areas of concentration and must complete at least 15 total units in one of the designated areas. Areas of concentration are designed to emphasize a thematic and comparative ethnic group focus. The area of concentration will be elected by the student with guidance from an advisor. Students are required to take at least 9 total units from the two remaining areas of concentration. In addition to the capstone course, at least one course must be a "C" or community service-learning course. Additional courses generated each semester by the curriculum program committee may also be applicable.

The curriculum layout is as follows:

I. Core Courses (six units)

ETHN 496 Research Methods (3)

ETHN 497WC Senior Thesis (3)

II. Core Areas of Concentration

A. History and Identity: The social construction and historical roots of identity formation ensure that the "personal" is always political and cultural. Courses in this area examine ethnic histories, ethnic identities, and the social processes through which we come to know things about ourselves and others.

ETHN 321C African American Panethnicity (3)

ETHN 331 Gender in Native America (3)

ETHN 355 Asian American Social Movements (3)

- ETHN 364 Race, Class, and Gender (3)
 ETHN 494 Special Topics in Ethnic Studies (3)

B. Creativity and Spirituality: The creative works of people of color, both sacred and worldly, serve as alternative registers of our shared narratives and experiences. Courses in this area examine art and faith communities as well as the creation, interpretation, and reception of cultural "texts."

- ETHN 323 African American Music and Culture (3)
 ETHN 332 American Indian Health and Spirituality (3)
 ETHN 360 Race, Religion and Social Justice (3)
 ETHN 362 Ethnicity and Cinema (3)
 ETHN 494 Special Topics in Ethnic Studies (3)

C. Institutions and Activism: The ongoing effects of past discrimination structure state policies and practices ensuring that racialization, social movements, and activism cycle and re-cycle in the ongoing pursuit of social justice. Courses in this area emphasize analysis of social structures in terms of how they manifest "the dominant" and the counter narrative that arise through social activism.

- ETHN 322 African American Civil Rights (3)
 ETHN 331 Gender in Native America (3)
 ETHN 343 Chicano/Latino Studies (3)
 ETHN 355 Asian American Social Movements (3)
 ETHN 360 Race, Religion, and Social Justice (3)
 ETHN 361 Immigration at the U.S.-Mexico Border: Ethnicity, Race and Gender (3)
 ETHN 363 Race and U.S. Social Movements (3)
 ETHN 494 Special Topics in Ethnic Studies (3)

The Ethnic Studies Minor

The ethnic studies minor is an 18 unit program, consisting of six lower-division units and 12 upper-division units, including the following:

1. ETHN 100D – Introduction to Ethnic Studies (3)
2. ETHN 110D – Ethnic Identity in the United States (3)
3. Students must take a total of 12 units of elective coursework. Students must take at least one course from each concentration and an additional course from the concentration of their choice. One course must be a "C" community-based or community service-learning course.

Ethnic Studies Courses (ETHN)

ETHN 100D INTRODUCTION TO ETHNIC STUDIES (3)

An interdisciplinary course that uses a comparative and historical perspective to examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States. Emphasis will be on African-Americans,

Asian/Pacific Islanders, Chicanos/Latinos, and Native Americans, but other groups are also discussed.

ETHN 110D ETHNIC IDENTITY IN THE UNITED STATES (3)

This course focuses on the development, transformation, and maintenance of ethnic/racial identity. Students will learn a variety of methodologies in order to understand the social construction of identity as it is created, contested, and altered by historical and economic processes.

ETHN 120D INTRODUCTION TO AFRICAN-AMERICAN STUDIES (3)

A survey course on the interdisciplinary field of African-American Studies. Students will learn basics of African-American history and culture in order to understand contemporary problems and conditions facing African-Americans

ETHN 130D INTRODUCTION TO AMERICAN INDIAN STUDIES (3)

This course introduces students to the field of American Indian Studies. Students engage scholarly work, film, popular press texts, and attend community events to learn about American Indian people and the current and historical forces that shape modern-day realities for American Indians.

ETHN 140D INTRODUCTION TO CHICANO / LATINO STUDIES (3)

This course is an introductory survey of the field of Chicano/Latino Studies. Emphasis is placed on the historical development of the Chicano/Latino people including their Mesoamerican roots, cultural identification, political activities, and their contemporary roles and influence in United States culture, society and economy

ETHN 150D INTRODUCTION TO ASIAN AMERICAN STUDIES (3)

A survey course on the interdisciplinary field of Asian American Studies. Students will learn basics of Asian American history, racial formation, and cultural production.

ETHN 294 SPECIAL TOPICS IN ETHNIC STUDIES (3)

An in-depth analysis of selected contemporary and special topics in ethnic studies at the lower-division with specific course content to be determined by particular interest and expertise of instructor and students. May be repeated for credit with different course content. (Offered on demand)

ETHN 321C AFRICAN AMERICAN PANETHNICITY (3)

Panethnicity in the United States is the process in which people from varying cultural backgrounds and diverse ethnicities come to occupy larger-scale group identities based on racial classification. African-American communities and identities have historically been panethnic, comprised of individuals from various ethnic groups and migration histories complete with different

languages, traditions, religions, and cultures. This course examines the intra-racial dynamics of African-American panethnic communities and identities in theoretical, historical, and community-based terms. Special emphasis will be given to engagement with community members around USD through guest speakers and involvement in community events.

ETHN 322 AFRICAN AMERICAN CIVIL RIGHTS (3)

This course examines African-American perspectives on civil rights in the United States foregrounding local, national, and international American cultural politics, race dynamics, and power. Utilizing interdisciplinary approaches of literature, political science, sociology, and history, we will survey the twentieth century Golden Age of civil rights and examine the state of African-American social justice activism today.

ETHN 323 AFRICAN AMERICAN MUSIC AND CULTURE (3)

This course provides a historically grounded investigation of African-American music and culture with specific emphasis on the United States and African Diaspora in the Americas. Topics of study may include an overview of the study of African-American music; problems in defining, theorizing, and talking about black music; black music and the cultural politics of race, class, and gender; and exploration of the various musical genres and styles (i.e. spirituals, gospel, blues, "art" music, jazz, and hip hop) that impact other aspects of African-American expressive culture — art, religion/spirituality, aesthetics, and worldview.

ETHN 331 GENDER IN NATIVE AMERICA (3)

This course examines gender as a social institution and its implications at both the micro (personal) and macro (societal) levels. Social, political, and historical implications for the intersections of racialized, classed, and gendered identities will be critiqued. Special attention will be paid to gender and traditional indigenous cultures and how gender relations and formations change within a colonial (historic and contemporary) U.S. context.

ETHN 332 AMERICAN INDIAN HEALTH AND SPIRITUALITY (3)

This class examines indigenous conceptions of health and spirituality. The theory of historical trauma and the concept of sound wound are especially important analytical tools. Students in this course will ask and answer the following question: how do culture, history, and social problems influence one's health and spirituality? Students will study the influence of the social institutions of education, religion, and the economy as indigenous peoples continue to shape the meaning of wellness in their lives. Varying traditions of healing will be examined, including the role of sacred foods in healing processes.

ETHN 343 CHICANO / LATINO STUDIES (3)

This is a survey course of the Chicano/Latino experience(s) in the United States. It examines how racial and ethnic identity is shaped by historical, political, economic, cultural, sacred, and linguistic dimensions that inform cultures and communities.

ETHN 355 ASIAN AMERICAN SOCIAL MOVEMENTS (3)

This course examines Asian American social movements from the 19th century to the present. Students will learn about the theories and practices that shaped Asian American activism and community organizing.

ETHN 360 RACE, RELIGION AND SOCIAL JUSTICE (3)

This course examines the relationship between issues of social justice, race, and the role of religion (the sacred) in guiding us toward a more just and humane society.

ETHN 361 IMMIGRATION AT THE U.S.-MEXICO BORDER: ETHNICITY, RACE AND GENDER (3)

In this course we will look at the United States-Mexico border as a scenario for emerging and contested ethnic, racial and gender identities. Drawing on the experiences of the distinct ethnic and racial groups that came to inhabit the area — namely Native Americans, Spaniards, Mexicans, Anglo Americans, African-Americans and Asians.

ETHN 362 ETHNICITY AND CINEMA (3)

This course uses a comparative, analytical, and critical approach to the study of ethnicity and to the relationship between cinematic representations and the experiences of racialized communities. The course includes examination of multiple dimensions of media stereotypes, film history and theory, and the ways filmmakers of various ethnic and national backgrounds respond to and through mainstream cinemas. Students to engage in film analysis that is informed by an understanding of the politics of representation and the historically situated conditions of cinematic production.

ETHN 363 RACE AND U.S. SOCIAL MOVEMENTS (3)

This course examines the relationship between race and social movements in the United States. Students will learn about how communities of color have organized grassroots movements for social, economic, and political equity.

ETHN 364 RACE, CLASS, AND GENDER (3)

This course examines the intersectionality of race, class, gender, and sexuality. Students will learn how communities of color are structured by these categories of difference and how they have generated expansive identities, cultures, and epistemologies from them.

ETHN 494 SPECIAL TOPICS IN ETHNIC STUDIES (3)

An in-depth analysis of selected contemporary and special topics in ethnic studies, with specific course content to be determined by particular interest and expertise of

instructor and students. May be repeated for credit with different course content. (Offered on demand)

ETHN 496 RESEARCH METHODS (3)

A research course that covers both theoretical and methodological perspectives in Ethnic Studies. The course will focus on the application of theory to research design with an emphasis on the construction of a research proposal, how to structure a research argument, and data analysis.

ETHN 497WC SENIOR THESIS (3)

A seminar devoted to advanced study in the field. Students will conduct community-based research, applying theoretical perspectives to experiences with various local groups, organizations, collectives, or neighborhoods. The course is equivalent to a senior thesis project.

ETHN 499 INDEPENDENT STUDY (1-3)

Individual study and written research. Prerequisites: Consent of instructor and program director.

History

Kenneth P. Serbin, PhD, CHAIR

Thomas Barton, PhD

Jonathan Conant, PhD

Iris H. W. Engstrand, PhD

Colin Fisher, PhD

Michael Gonzalez, PhD

James Gump, PhD

Molly McClain, PhD

Clara Oberle, PhD

Kenneth P. Serbin, PhD

Kathryn Statler, PhD

Yi Sun, PhD

The History Major

Explore the past, understand the present, and plan for the future. The history department is dedicated to excellent teaching and award-winning research. Students learn to work with original sources and to think and write critically about a wide variety of historical problems. The faculty offer classes in American, European, Latin American, Middle Eastern, African, and Asian history.

Preparation for the History Major: Lower-Division Requirements

History majors are required to take 15 units of lower-division coursework. Students must choose two of the following lower-division American history classes (6 units): HIST 117, 118, 120, 125D, and 126D. They also must choose two of the following lower-division World history

classes (six units): HIST 102, 103, 108, 109, 110, 116, 130, 140, 170, and 171. All majors must take HIST 200, which optimally should be taken during the sophomore year. (HIST 200 will be offered for the first time in academic year 2011-2012.)

History Major: Upper-Division Requirements

In addition, majors must take 25 units of upper-division coursework, including HIST 490 (one unit) and HIST 495W, to be taken consecutively during the senior year. (Majors who started in 2009-2010 or a prior year will take HIST 300W in lieu of HIST 200, HIST 490, and HIST 495W.) In the major, students must also take at least two upper-division courses in each of the following three categories: 1) the United States, 2) Europe, and 3) World. Students may choose to do a three unit internship at one of the many museums and historical societies located in San Diego.

The History Minor

History minors are required to take 6 units of lower-division classes and 12 units of upper-division courses selected in consultation with a faculty advisor in history.

Note: For graduate courses in history, or a Master of Arts in Teaching (MAT), see the current Graduate Catalog.

Lower-division Courses (HIST)

HIST 102 THE ANCIENT WORLD (3)

This course explores the emergence and development of civilization in Asia and the Mediterranean world from the first appearance of cities around 3000 B.C. to the triumph of Christianity in the Roman Empire in the fourth century A.D. We will examine how ancient ideas, empires, social structures, art, literature, and religious beliefs emerged in response to the challenges that confronted ancient people as their world expanded and changed. Topics include empire, spirituality, gender roles, barbarians, slavery, democracy, warfare, diplomacy, and inter-regional trade and contact.

HIST 103 THE MEDIEVAL WORLD (3)

This course explores the tensions and transformations in European society between A.D. 300 and 1500, as well as points of contact between medieval societies within Europe itself, across the Mediterranean, and beyond. Topics include the Fall of the Roman Empire, Byzantium, the rise of Islam, Vikings, Mongols, social crisis and disorder, plague, the Norman Conquest of England, the Crusades, troubadours, saints, the medieval Papacy, medieval Christianity and its heresies, monasticism, the revival of classical learning, and voyages of exploration and discovery.

HIST 108 THE ATLANTIC WORLD, 1500-1800 (3)

Drawing together the histories of four continents – Europe, Africa, North America, and South America – this course explores the nature and meaning of the new Atlantic world created by the interaction of the peoples of the old and new worlds. It examines the Atlantic world through the experiences of the men and women — European, African, and Native American — who inhabited it from the mid-15th century through about 1820. Students will learn about the often volatile and constantly shifting mixture of people and pathogens, of labor systems and crops, and of nations, empires, and subjects that contributed to the painful and unexpected emergence of this new Atlantic community. They will also explore the unique transnational and multicultural character of this region.

HIST 109 THE PACIFIC WORLD, 1500-1800 (3)

This course focuses on the discovery and exploration of the Pacific World – including Australia and New Zealand, the Philippines, Micronesia, Melanesia, Polynesia, Hawaii, Alaska, and the Americas – from 1500 to 1820. It looks at the ways in which disease, migration, trade, and war drew together vast, diverse collections of human beings from around the globe: Russian fur traders, Spanish missionaries, Japanese fishermen, French and Spanish explorers, British naval officers, German naturalists, Tahitian translators, Aleutian hunters, Polynesian navigators, and Yankee merchants. Students will have the opportunity to explore the incorporation of this unique transnational and multicultural region into a world economy.

HIST 110 WORLD HISTORY TOPICS (3)

This course focuses on a particular topic in world history.

HIST 116 WAR AND PEACE IN THE MODERN WORLD (3)

The ending of the Cold War seemed to promise a new world order characterized by respect for human rights, principles of democracy, and the rule of law. Instead, we enter the 21st century plagued by global conflict and burdened by spasms of terrorism, radical nationalism, ethnic cleansing, a growing gap between rich and poor, and the proliferation of nuclear and biological weapons. Where did these problems arise and why have they not gone away? Furthermore, how have societies gone about managing conflict and sustaining peace over the past two hundred years or so? This class will assist students in gaining historical perspective on these questions by exploring the underlying causes of war, revolution, terrorism, and genocide in modern world history. The course will begin with an analysis of the contemporary scene and then back up to explore the historical evolution of conflict and its resolution since the era of revolutionary France. Utilizing a global perspective, students will analyze the strengths and weaknesses of various attempts at managing and resolving conflict in the

modern world. (Meets lower-division requirement for the Peace & Justice Studies minor)

HIST 117 U.S. HISTORY TO 1870 (3)

This course is a survey of American history from pre-colonial times through Reconstruction. It explores a wide variety of factors (economic, political, social, and cultural) that shaped the formation of the United States. Core themes include the Revolution, the Constitution, the Civil War, conflicts with indigenous peoples, the emergence of a market society, racial slavery, the place of women, geographic expansion, popular protest, and elite rule. The course challenges commonly held beliefs about the past and it encourages students to examine the veracity of popular beliefs about American history.

HIST 118 U.S. HISTORY, 1870 TO THE PRESENT (3)

This course is designed to explore America's historical development from the Reconstruction era to the present. It explores a wide variety of factors (political, economic, social, and cultural) that contributed to the creation of a multicultural industrial society and that shaped America's emergence as a world power. We will analyze key issues such as the changing relationships between government and the governed; the growth of a strong central state; the creation of a modern industrial economy; the evolution of an increasingly heterogeneous society; the country's development into a world power; the Cold War at home and abroad; and the origins and consequences of the Vietnam War.

HIST 120 U.S. HISTORY TOPICS (3)

This course focuses on a particular topic in U.S. History.

HIST 125D RACE AND ETHNICITY IN THE AMERICAN EXPERIENCE (3)

This course provides students with a basic understanding of how race and ethnicity have influenced American society from the colonial period to the present. Students will be exposed to a variety of topics and historical events that will help explain how and why Americans' attitudes about racial and ethnic differences changed over time. They also will look at how these attitudes have affected the nation's major immigrant and racial minority populations. Finally, the course will examine how ideas and attitudes about race affected major societal institutions and social policies in the United States.

HIST 126D AMERICAN WOMEN IN HISTORY (3)

This course explores the impact of historical events on the lives of American women and the varied roles women played in the shaping of American history. Topics include: witchcraft in New England; gender and family life under slavery; the impact of industrialization on women of different classes; the ideology of separate spheres; women's

political activities including the antislavery movement, the suffrage movement, the 19th Amendment, and the resurgence of feminism in the 1960s; and transformations in the lives of modern women including work, politics, sexuality, consumption patterns, and leisure activities.

HIST 130 INTRODUCTION TO EAST ASIA (3)

This course focuses primarily on the histories of China and Japan from the mid-19th century to the present. While placing the stories of these two countries in a cultural and historical framework, narrated chronologically, it will pay special attention to the similarities and differences between them, as well as the interplay between domestic forces in the two societies and the external impetus. The course will also address issues concerning the historical developments in Korea, and discuss the contemporary experiences of Taiwan and Hong Kong. Through this class, students are expected to understand the cultural traditions of East Asia, the causal relationships between key historical events, the complexities of East Asia-U.S. relations and the role that East Asian countries are playing in today's changing world. (lower-division requirement for the Asian studies minor)

HIST 140 MODERN EUROPE (3)

This class explores the cultural and intellectual changes that shaped the development of Europe from 1780 to the present. It pays particular attention to the core values of the Enlightenment heritage: rationality, political freedom, humanism, equality, and human dignity. Topics include the French Revolution, the Industrial Revolution, the rise of nationalism and the challenge of Marxism; high imperialism; world wars and totalitarian governments in the 20th century.

HIST 170 WORLD HISTORY I (3)

This course focuses on major themes in the history of humanity from 100,000 B.C. to A.D. 1500. It considers the evolution of the human species, the formation of hunter-gatherer societies, and the rise of great civilizations. It looks at how authority was manifested in architecture, government, writing, religion, philosophy, arts, science, and technology. A comparative approach will illuminate how world cultures differ, what they share, how they are

differentiated, and what they exchange in the making of the modern world. The emphasis is on non-Western peoples.

HIST 171 WORLD HISTORY II (3)

This course engages students in the study of modern world history in order to achieve a more critical and integrated understanding of global societies and cultures during the past five hundred years. Students will explore developments in Africa, Asia, the Americas, and Europe; consider the rise of the West after 1750; investigate the origins and outcomes of world war, revolution, and genocide in the 20th century; trace the disintegration of western empires after World War II; and ponder the global challenges of the post-Cold War era.

HIST 200 HISTORIAN'S METHODS (3)

This course, offered each semester, is required for all students who wish to be History majors and should be taken their sophomore year. The class will prepare students to be History majors. They will learn how to conduct historical research and be exposed to the various fields and schools of thought that will comprise the discipline of History. As part of their training as scholars, the students will learn how to write a 10-12-page research paper due at the end of the semester.

Upper-Division Courses (HIST)

HIST 300W HISTORIAN'S METHODS (3)

Beginning seminar in historical research, problems of investigation, critical analysis, and presentation, correct use of footnotes and bibliography; acquaintance with major libraries, archives, and the use of media techniques. Some attention to the development of historical writing and the philosophy of history. This course fulfills the core curriculum writing requirement. Every semester.

HIST 308 HISTORICAL ARCHEOLOGY (3)

This course will introduce method and theory in historic sites archeology; historic preservation law; and cultural resources management. It will include a discussion of field and laboratory methods; classification and analyses of material culture; and data presentation methods. Field trips to local historical sites will be included.

Recommended Program of Study, History

Freshman Year Semester I

Preceptorial (3)
Lower-division HIST (2)
CC or electives (9-10)

Semester II

Lower-division HIST (2)
CC or electives (12-13)

Sophomore Year Semester I

Lower-division HIST (3)
CC or electives (12-13)

Semester II

Lower-division HIST (3)
CC or electives (12-13)

Junior Year Semester I

HIST 300W (3)
Upper-division HIST (3)
CC or electives (9-10)

Semester II

Upper-division HIST (6)
CC or electives (9-10)

Senior Year Semester I

Upper-division HIST (6)
CC or electives (9)

Semester II

Upper-division HIST (6)
electives (9)

HIST 310 ANCIENT NEAR EAST (3)

This course explores cradles of civilization in Ancient Mesopotamia and Egypt. An introduction to early man is followed by a survey of Sumerian, Babylonian, Egyptian, Hittite, Phoenician, and Hebrew cultures, as well as the Assyrian and Persian imperialism that replaced them. Course covers the period through Cyrus the Great.

HIST 311 GREEK CIVILIZATION (3)

This course explores the emergence and development of Greek civilization from the time of the Trojan War to the Roman conquest of Greece. Students use the works of ancient Greek historians, poets, and thinkers together with art and archaeology to investigate Greek religion, culture, and warfare, as well as the origins and development of democracy, philosophy, and drama. Topics include the histories of Herodotus and Thucydides, the trial and execution of Socrates, and Alexander the Great.

HIST 312 ROMAN CIVILIZATION (3)

This class explores the emergence and development of Roman civilization from the foundation of the city of Rome to the Christianization of the empire under emperor Constantine. It will examine the challenges that confronted ancient Romans and how they met those challenges socially, culturally, politically, and intellectually. Topics include the early wars of conquest, Romanization, gladiators, slavery; Hannibal, Spartacus, Julius Caesar; Roman paganism, Christianity, Judaism; army, provincial, and frontier life.

HIST 321 THE FALL OF THE ROMAN EMPIRE, 250-1050 (3)

This class explores the causes and consequences of the fall of the Roman Empire. Students use primary sources, archaeological evidence, and remains of art and architecture to investigate the collapse of Roman authority, the cultural transformation of the Greco-Roman world, and the emergence of early medieval kingdoms, societies, and religious beliefs in Europe, North Africa, and the Middle East. The course also traces the rise of Celtic, Judeo-Christian, Islamic, and Germanic cultures.

HIST 322 CASTLES AND CRUSADES: MEDIEVAL EUROPE, 1050-1450 (3)

This course examines violence, chaos, and the political and social crisis of medieval Europe. Students explore the transformation of Europe from an isolated, disordered, agricultural society to a powerful, wealthy, expansionist one. Topics include knights and peasants, the Crusades, heresy, plague, Marco Polo's travels to China, and the rise of Western European empires.

HIST 323 MEDIEVAL WOMEN (3)

This course will examine the lives of women during the Middle Ages, ca. 500-1500. Starting with the Biblical stories of Eve, the Virgin Mary, and Mary Magdalene, students will

explore the ideological foundations for the positions ascribed to women that, arguably, continue to shape attitudes toward women and their role in society. Topics include women's roles as wives, mothers, and healers, the lives of noblewomen and powerful female monarchs, spirituality, the church, and the life and legacy of Joan of Arc, and female characters in medieval literature such as Guinevere.

HIST 324 CHRISTIANS, MUSLIMS, AND JEWS IN MEDIEVAL SPAIN (3)

This course focuses on the society and culture of the pre-modern Iberian Peninsula with an emphasis on the conflict, coexistence, and diversity of interaction of its three religious groups: Christians, Jews, and Muslims. We will consider the territorial struggle between Christian and Muslim-ruled regimes over the course of many centuries, the environments of pre- and post-conquest societies and the frontier that separated them, and the ability of minority (and majority) religious groups to maintain themselves in these changing socio-religious contexts.

HIST 331 RENAISSANCE EUROPE (3)

This course explores the origins and consequences of the rediscovery of Europe's classical heritage in Italy and the broader continent between the 14th and 16th centuries. Topics include continuities and discontinuities with medieval traditions, politics and political theory, civic and philosophical humanism, court culture, and art and architecture.

HIST 333 EUROPE 1600-1800 (3)

Focuses on the great age of statebuilding that followed the end of the Thirty Years' War (1618-48). Topics include the cultural ascendancy of Louis XIV's France, the commercial wars of the 17th and 18th centuries, the development of an ancient regime, and the forces contributing to the Age of Enlightenment.

HIST 334 EUROPEAN ART AND ARCHITECTURE IN CONTEXT (3)

This course explores the development of European art and architecture from 1600 to 1940. Students will "tour" some of Europe's great architectural monuments, including Versailles, Kew Gardens, the Paris Opera House, and Vienna's Secession Building. They will also look at corresponding trends in art, from the development of the Rococo to the triumph of Art Deco. Emphasis throughout will be on the personalities, political events, and social forces which shaped the development of European design.

HIST 340 WORLD WAR I (3)

This course will examine the era of the Great War of 1900-1919. The origins of this global conflict included the decline of Pax Britannica in the 19th century, the rise of

German nationalism, Balkan pan-slavism, and colonial rivalries. During this era, the old order dominated by European monarchies was swept aside by social revolutions, new ideologies, and a military conflict that cost 10 million lives. Modernism rose from the ashes of Victorian culture, and the new science transformed world thought.

HIST 341 WORLD WAR II (3)

This course examines the origins of World War II, the economic and political challenges to interwar societies, the rise of the dictators, the experience of war and occupation, the holocaust, and the military struggle that led to millions of deaths and gave birth to the United Nations. Special topics include the Experience of Collaboration and Resistance in Europe, Civilians during World War II, the role of various professions, youth, and women during World War II.

HIST 342 BIRTH OF TWO NATIONS: FRANCE AND INDIA (3)

This course explores the birth of the modern nation state through the use of interactive role-playing games. Students "become" French revolutionaries inspired by Jean-Jacques Rousseau in "Rousseau, Burke, and Revolution in France, 1791." They adopt the roles of Hindus and Muslims seeking to wrest political control away from the British Empire in "India on the Eve of Independence, 1945." Students develop a deep understanding of nation building in France and India; they also explore how class conflict, religious divisions, and ethnic tensions contribute to the birth of nations.

HIST 343 GERMANY SINCE 1945 (3)

This course on postwar German history examines the two Germanies, one communist, one capitalist through topics such as the different approaches to the legacy of National Socialism, challenges of reconstruction, and responses to Americanization and Sovietization in politics, art, and mass culture. A focus will be everyday life in East and West Germany. Further topics include opposition, from 1968 student movements to the terrorism of the 1970s and the peace movements of the 1980s, as well as the fall of the Berlin Wall and unification.

HIST 344 EASTERN EUROPE SINCE 1815 (3)

This course provides a historical overview of the lands, peoples, cultures, and states of Eastern Europe from 1815 to the present. Topics include the Habsburg Empire and a range of different groups in its multi-ethnic society during the rise of nationalism, industrialism, and popular politics; World War I, interwar experiments with democracy and authoritarianism; the experience of World War II; postwar communism in East and East Central Europe; everyday life, official and underground culture, as well as the velvet revolutions and fall of the Iron Curtain.

HIST 345 TOPICS IN MILITARY HISTORY (3)

A critical study of the various aspects of warfare as they have evolved in history. Emphasis will be on particular wars, strategies, leaders, and military innovations that have dramatically affected, and are continuing to affect, the course of history. The time span will range from ancient times to the present. The course may be repeated as the topics vary.

HIST 346 TOPICS IN MEDIEVAL AND EARLY MODERN EUROPE (3)

This course may focus on medieval or early modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the Crusades, Queen Elizabeth I, or the French Revolution in considerable depth. The course may be repeated as topics vary.

HIST 347 TOPICS IN MODERN EUROPE (3)

This course may focus on modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the rise of London, Paris, and Vienna; Women's Rights; or the Cold War in considerable depth. The course may be repeated as topics vary.

HIST 348 MODERN FRANCE (3)

This course is designed to explore the development of France from the Enlightenment to the present. Major themes in the lectures and readings include the political evolution of the country as France moved from an absolute monarchy to the current Fifth Republic, the lasting impact of revolution and war on French society, and the efforts of political, social, economic, and cultural change on individuals' everyday lives.

HIST 349 THE VIETNAM WARS (3)

This course examines the nature and consequences of the wars fought in and around Vietnam since the 1940s, with particular attention paid to the long period of direct American involvement (1964-1973). These events will be considered in relation to Vietnam's history, American politics and society, the nature of war itself, and the legacy of the war and its meaning in American and Vietnamese memory today. This course emphasizes the contrasting viewpoints on the Vietnam Wars — we will be exploring views from Northern and Southern Vietnamese, French and American soldiers, anti-war protestors, government officials, and ordinary citizens caught in the war. Students will discuss the various perspectives, forming their own conclusions about how and why the United States became involved in the war.

HIST 350 HISTORY OF THE BRITISH ISLES (3)

This course surveys the development of the British Isles from the Middle Ages through the 17th century. It addresses the social and political structures of medieval England and shows how dynastic conflicts resulted in almost continuous internal warfare. It examines the growth of the English state under the Tudors and Stuarts. It also traces the rise of political parties, constitutional monarchy, and representative government.

HIST 351 MODERN BRITAIN (3)

This course surveys the remarkable history of the British Isles from the end of the Napoleonic Wars to the present day. Topics include sex and society in Victorian Britain, empire and decolonization, the impact of two World Wars, Thatcherism, and the rise of New Labour.

HIST 352 THE BRITISH EMPIRE (3)

An analysis of themes and processes in the British imperial experience from the 18th century to the present. Emphasis upon colonial nationalism, indigenous resistance and collaboration, theories of colonial administration, economics and imperialism, and decolonization.

HIST 353 SPAIN TO 1820 (3)

This course covers Spain's pre-history beginning with the Caves of Altamira and continuing through the conquest of the New World. It examines artistic and architectural legacy of both the Roman and Moslem occupation of Spain. It also looks at the expulsion of Jews and Moslems during the Reconquista, the Spanish empire in the Americas, the rise of the Hapsburg empire, and the transition to the Bourbon monarchy.

HIST 354 MODERN SPAIN (3)

This course covers the history of Spain from the rise of the Bourbon monarchy to the present. It looks at the impact of the Napoleonic invasion and the rise of political strife in the 19th and early 20th centuries. It also examines the Second Republic, the trauma of the Spanish Civil War, the dictatorship of Franco, and the transition to democracy following the restoration of Juan Carlos.

HIST 355 IMPERIAL RUSSIA (3)

A study of the development of the Russian state from the rise of Kievan Russia to the Bolshevik Revolution. Special emphasis on the role of the Tsarist autocracy, the Orthodox Church, and pan-Slavism.

HIST 356 RUSSIA SINCE 1917 (3)

A detailed investigation and analysis of the revolutionary upheavals and tragedies shaping Russia and its adjacent neighbors, from the Bolshevik Revolution of 1917 to the collapse of Communism and the uncertain years of the 1990s.

HIST 357 TOPICS IN RUSSIAN AND EAST EUROPEAN HISTORY (3)

A critical analysis of themes and issues in the history of Russia and Eastern Europe. Topics may include Russia in Revolution, Russia since Peter the Great, and the Crisis in the Balkans.

HIST 358 TOPICS IN MODERN WORLD HISTORY (3)

An in-depth investigation into a variety of recent historical events that have affected the United States in its world setting. Selected topics will be announced in each semester's class schedule. This course may be repeated for credit when the topic changes.

HIST 359 MODERN MIDDLE EAST (3)

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism, and the paths to independence.

HIST 360 COLONIAL LATIN AMERICA (3)

Covers Latin America from late pre-Columbian times to the eve of independence in 1810. Includes discussion of indigenous peoples and civilizations; the encounter of the Europeans and native Americans; social, political, and religious institutions introduced in the Americas; mining and other economic activities; the slave trade; and the role of the Catholic Church.

HIST 361 MODERN LATIN AMERICA (3)

Covers Latin America from the start of the independence movements in 1810 to the present. Includes discussion of independence and the struggle of new states to modernize; Church-state frictions; urbanization and the emergence of populist politics; industrialization; the Cuban Revolution and other revolutionary movements; military dictatorships; redemocratization in the 1980s and 1990s; and democratic consolidation and contemporary challenges in the 21st century.

HIST 362 TOPICS IN LATIN AMERICAN HISTORY (3)

A study of specific topics and themes in the history of Latin America, such as the role of religion and the Catholic Church, 20th-century revolutions and social upheaval, and the history of particular groups, including Amerindians, women, and rural and urban workers. Students may repeat the course for credit when the topic changes.

HIST 363 HISTORY OF BRAZIL (3)

This course examines the diverse cultures, ethnicities, and historical developments of Latin America's largest and most populous nation. In particular it focuses on the great paradox of this "country of the future," which has one of the world's 10 largest economies: enormous potential thwarted by shocking social inequality. Topics include European colonization, slavery, economic cycles, independence, the drive to become an industrial power, the military regime of

1964-85, the process of democratic consolidation, and gender and environmental issues.

HIST 364 TOPICS IN ASIAN HISTORY (3)

An in-depth look at special themes and issues in the history of Asia, including such topics as Women in East Asia, Histories of the Four Mini-Dragons (Hong Kong, Taiwan, Singapore, and South Korea), Imperialism in Asia, and Asia's relations with the United States. This course may be repeated for credit when topics change.

HIST 365 HISTORY OF CHINA (3)

This course covers Chinese history from the first Opium War (1839-42) to the present. It examines the indigenous factors of Chinese history and culture, the influence of the West, and the interaction between the two. Major sections of the course include reforms and uprisings during the last phase of the Qing dynasty, the Republican Revolution of 1911, the Nationalist Movement, Sino-Western relations during the Pacific War, the development of Chinese communism, and the various political, social, and economic campaigns during the post-1949 era.

HIST 366 HISTORY OF JAPAN (3)

This course covers Japanese history from the Meiji Transformation in 1868 to the present. It analyzes the unique characteristics of the samurai culture, Japan's response to the West in the 19th century, and its transition into the modern era. It examines the rise of Japanese imperialism and militarism, Japanese-American relations before and after Pearl Harbor, the role of Japan's constitutional monarchy, its "economic miracle" during the post-World War II period, as well as its contemporary social and cultural developments.

HIST 367 WOMEN IN EAST ASIA (3)

This course focuses on the historical changes and continuities in the experiences of Chinese and Japanese women during the traditional period, the modern era and the contemporary times. Major topics will include the practice of foot-binding and concubinage in China, the impact of samurai culture in pre-modern Japan, the effect of wars and revolutions, as well as the dynamics and dilemmas in the lives of women in the process of modernization.

HIST 368 HISTORY OF AFRICA (3)

An analysis of particular themes in the African historical experience from earliest times to independence from colonial rule. Special attention will be given to culture, society, and processes of change in the pre-colonial period and development and underdevelopment since the European intrusion.

HIST 369 ISSUES IN MODERN AFRICA (3)

A critical study of issues confronting Africans in the 20th century. Alternating courses may include Problems in Africa since Independence and the South African Dilemma. The course may be repeated for credit when the topic changes.

HIST 370 AMERICAN ENVIRONMENTAL HISTORY (3)

This class will introduce students to the field of U.S. environmental history. On the one hand, we will examine how nature (soil, natural disasters, disease, water, climate, etc.) influenced the course of American history. On the other, we will address the ways Americans have used technology to transform the non-human world, the implications these transformations have had on power relations within American societies, and the cultural meanings that Americans have given to nature.

HIST 371 TOPICS IN EARLY AMERICAN HISTORY (3)

Topics may include Pre-Columbian Native American History, Spanish/French/English contact with Indian peoples, The Colonial Period, the American Revolution, the Early National Period, Jacksonian America, The Mexican American War, Slavery and the South, and other topics in the political, economic, social, and cultural history of the United States before 1865.

HIST 372 U.S.-EAST ASIA RELATIONS (3)

This course will explore the development of relations between the United States and East Asian countries (primarily China and Japan) since the mid-19th century. It will examine the economic, social, cultural, and political forces on both sides that have helped to shape the history of their mutual relations. Major topics include the U.S. participation in China's international treaty system in the 19th century, the American role in "opening" Japan and efforts at establishing a new order in the Pacific, the triangular relations among the U.S., Japan, and China during World War II, American involvement in Korea and Vietnam, and contemporary U.S.-East Asian relations.

HIST 373 ARMED CONFLICT IN AMERICAN SOCIETY (3)

A multi-disciplinary examination of the impact of war and potential war on the experience, thought, and values of the United States. Topics will include U.S. military policy from the American Revolution to the Cold War, popular American attitudes toward war and the armed forces, the moral issues inherent in war and peace decisions, and the nature of nuclear warfare in the modern era.

HIST 374 CIVIL WAR AND RECONSTRUCTION (3)

History of the United States from 1850 to 1877 with special emphasis on the political, economic, social, and military aspects of conflict between the North and the South. Includes the causes of the war, military strategy, the aftermath, and its effects on the United States in later years.

HIST 375 TOPICS IN MODERN AMERICAN HISTORY (3)

Topics may include the Progressive Era, World War I, Great Depression, New Deal, World War II, U.S.-Latin American Relations, the Cold War, or other topics in the political, economic, social, and cultural history of the United States from 1865 to the present. May be repeated for credit when the topic changes.

HIST 376 UNITED STATES FOREIGN RELATIONS TO 1914 (3)

This course – the first of a two-part, upper-division sequence on the history of American foreign relations – covers the period from 1775 to 1914. Three issues, in particular, are emphasized: the problems of the young republic in conducting diplomacy; the ways in which America's vision of itself as "a city upon a hill" and its belief in Manifest Destiny led to 19th-century U.S. expansionism; and the emergence of the United States as a world power.

HIST 377 UNITED STATES FOREIGN RELATIONS FROM 1914 (3)

This course – the second of a two-part, upper-division sequence on the history of American foreign relations – covers the period from 1914 to the present. Three issues, in particular, are emphasized: the tension between isolationism and interventionism from World War I through World War II, culminating in the emergence of the United States as a superpower; the Soviet-American confrontation following World War II and the globalization of this confrontation during the 1950s and 1960s; and finally, the relative decline of American foreign relations in the 1970s and 1980s, as well as the consequences of the end of the Cold War.

HIST 378 TOPICS IN UNITED STATES INTELLECTUAL AND SOCIAL HISTORY (3)

Topics may include ideas and movements that are part of the intellectual or social history of the United States, such as liberalism, conservatism, sectionalism, slavery, communications, architecture, labor, immigration, feminism, and progressive reform. May be repeated for credit when topic changes.

HIST 379 TOPICS IN UNITED STATES MASS MEDIA HISTORY (3)

A history of the mass media in the United States, focusing on selected topics, such as Television and American Politics, History and Film, the Newspaper in History, Media and the Presidency, and Broadcasting in American History.

HIST 380 HISTORY OF THE AMERICAN WEST (3)

This class surveys the history of the American West. Topics include: pre-Columbian Indians, the competition between European empires over the American West; American expansion and conquest; the fur, mining, ranching, and farming "frontiers;" the railroad and populism; World War II and the growth of the urban west; the historical experience of workers, women, and Mexican-, Asian-,

Native-, and African-Americans; environmental issues such as conservation, preservation, the dust bowl, and water politics; and representations of the West in popular culture.

HIST 381 AMERICAN INDIAN HISTORY (3)

This course surveys American Indian history from Pre-Columbian times to the present. Topics include: Pre-Columbian Native America; Spanish, English, and French invasions; Indians and the colonial period; Indian Removal; Indians and American expansion in the Far West; the reservation system, allotment, and federal Indian education; the Indian New Deal; termination, relocation, and the growth of urban Native America; and Indian militancy, cultural accommodation and revitalization, and the ongoing struggle for sovereignty.

HIST 382 THE SPANISH SOUTHWEST (3)

Discovery, exploration, and settlement by Spain of the North American region with particular emphasis on the regions settled by Spain. Includes the history of the native Indian inhabitants and the role of Mexico after 1821. Generally covers the period from 1500 to 1848.

HIST 383 CHICANO HISTORY (3)

This class will examine the history of the Mexican and Mexican-origin people who inhabit what is now the American Southwest and northern Mexico. The class will begin by discussing the Mesoamerican civilizations of central Mexico, and move on to examine the Spanish conquest, the fight for Mexican independence, and the Mexican-American War. At that point, the class will shift its focus to the United States and discuss westward expansion, Anglo-Mexican conflict in states such as Texas, New Mexico, and California, and the formation of Mexican-American culture. The class will conclude by examining the origins of Chicano nationalism, the rise of the farm workers' movement, and the cultural and economic impact of Mexican immigration. At appropriate points throughout the semester, the class will discuss gender relations, the role of religion, and the formation of popular culture to understand how Mexican culture developed in various parts of the United States.

HIST 384 HISTORY OF MEXICO (3)

A history of Mexico from earliest times to the present. Includes a survey of indigenous civilizations; Spanish conquest and influences; the Mexican-American War of 1846; the dictatorship of Porfirio Díaz; the era of the Mexican Revolution; political development since the 1920s; and U.S.-Mexico relations during the modern period.

HIST 386 THE PACIFIC OCEAN IN HISTORY (3)

History of maritime activities in the Pacific with emphasis on discovery and exploration. It covers Spanish, Portuguese, French, English, Dutch, and Russian sea

expansion. Topics include the study of Polynesia, the Manila Galleon trade, and 18th century scientific expeditions.

HIST 387 HISTORY OF BAJA CALIFORNIA (3)

History of Lower California from the first Spanish maritime explorations, circa 1520, to modern times. Emphasis on the land, the sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period, the Mexican War, and the growth of cities.

HIST 389 HISTORY OF CALIFORNIA (3)

Covers California's past from its earliest settlements to modern times. The course begins with California's geographical setting, aboriginal culture, and contact with the European world. A survey of Spanish backgrounds includes missions and missionaries, ranchos, pueblos, and foreign visitors. Changes under the government of Mexico led to California's conquest by the United States. During the second half, lectures cover generally the effects of the Gold Rush; problems of statehood; constitutional developments; land, labor, and Indian policies; transportation and immigration; agriculture and industry; California during wartime; water projects; political issues; cultural accomplishments; racial diversity; and recent trends. Meets the requirements of California history standards for various teaching credentials.

HIST 390 ART AND ARCHITECTURE IN CALIFORNIA (3)

This course looks at the way in which Californians adopted and transformed European architectural and artistic forms to create what boosters described as "a new Eden." It discusses the rise and fall of the Victorian, the re-invention of "Spanish" style with Mission Revival architecture, the origin of the craftsman bungalow, and the rise of modernism in California and the West. Emphasis throughout will be on the personalities, political events, and social forces that shaped the development of art and architecture from 1850 to the present.

HIST 490 INTRODUCTION TO SENIOR SEMINAR (1)

Offered each fall semester, this one-unit course prepares students for History 495W, Senior Seminar. Students will learn skills (such as essential research methods; rules of proper citation; and the ability to navigate through library holdings, appropriate databases, and archives) essential for the successful completion of a senior thesis. Working closely with their instructor and their advisor, students will also identify a research question that will serve as the basis of their senior thesis, generate an extensive bibliography of primary and secondary sources, and write a research proposal.

HIST 495W SENIOR SEMINAR (3)

This course, offered each spring semester, is the capstone for the history major. Students will research and write a significant, focused, original, thesis-driven research paper. In addition, students will give a public presentation of their research and compile a portfolio of their work in the history major. In this class, students are expected to master all skills-based learning outcomes introduced and practiced in the history major.

HIST 498 INTERNSHIP (1-3)

Practical experience in a field setting under professional supervision. Interns may be assigned to the City or County of San Diego, San Diego Historical Society, San Diego Hall of Champions, or a similar institution. See department chair for assignment.

HIST 499 INDEPENDENT STUDY (1-3)

Directed readings, a special project, or a research paper for History majors of high scholastic standing. Consent of the department chair must be obtained. The maximum of three units will be allowed only under special circumstances.

Interdisciplinary Humanities

PROGRAM DIRECTOR

Molly McClain, PhD, History

FACULTY COORDINATORS

Thomas Barton, PhD, History

Florence M. Gillman, PhD, Theology and Religious Studies

Juliana Maxim, PhD, Art History

Marianne R. Pfau, PhD, Music

Michael F. Wagner, PhD, Philosophy

Irene Williams, PhD, English

In the 15th century, Renaissance scholars championed the humanities as a "return to the classics," in particular, the literature of ancient Greece and Rome. Newly established universities such as the University of Alcalá in Spain (1499) offered an innovative Liberal Arts curriculum that included language, art, architecture, history, philosophy, and literature. Their aim was to produce educated Renaissance men and women.

Today, the humanities remain focused on the core Liberal Arts disciplines: Art, English, History, Languages and Literatures, Music, Philosophy, Theatre Arts, and Theology & Religious Studies. Students can design their own program of study as majors in Humanities Studies or opt for one of the two other tracks in the major: European Studies or Asian Studies.

Each track requires a total of 40 upper-division units to complete the major. This includes a required 4-unit, two-semester senior seminar offered in a fall-spring format. Students planning a December graduation should take the seminar the previous year. Students in any of the three tracks must also satisfy all of the core curriculum requirements, unit requirements, and any other university and college requirements and regulations set forth in this Undergraduate Bulletin.

Students choosing the Humanities Studies track will declare an area of concentration in one of the university's eight humanities disciplines: Art, English, Languages and Literatures, History, Music, Philosophy, Theology and Religious Studies, and/or Theatre Arts. Other guidelines pertaining to course selection in the Humanities Studies track are noted below. The requirements and course options for European Studies and Asian Studies are also stipulated below. Note that these two tracks include options from political science and/or sociology. However, where each stipulates a certain number of upper-division elective units 'in the humanities disciplines,' these must be taken from among the eight humanities disciplines listed above.

Special Note: Only upper-division units which would apply to satisfying the departmental major in a given humanities discipline may be applied to the upper-division requirements for the Interdisciplinary humanities major. This includes departmental restrictions on the use of units from practicums, activity classes, field experience, and the like. In addition, students are responsible for satisfying any prerequisites for particular courses in a given humanities discipline. Students selecting upper-division courses in art, music, or theatre arts are especially advised to consult the course listings or an advisor in that area.

Humanities Studies

Lower-Division Preparation

Six units of lower-division history.

Major Requirements

36 upper-division units in the Humanities disciplines, as follows:

- At least 12, but not more than 18, of the 36 units are to be in a single Humanities discipline, termed the area of concentration;
- No more than nine units from any one of the other Humanities disciplines may be applied to the required 36 units; and,
- The 36 units should include 1) a Classical studies course, and 2) a Medieval and/or Renaissance studies course as approved by the program director and, four upper-division senior seminar HUMN 490 (1) and 495W (3)

European Studies

Lower-Division Preparation

Six units from HIST 102, 103, 108, 140, 170, 171.

A fourth-semester language course (or its equivalent) in French, German, Italian, or Spanish (depending on the upper-division linguistic focus chosen below)

Two semesters (second-semester or its equivalent) in a second European language (may include Classical Greek or Latin)

Major Requirements

Nine upper-division units in French, German, Italian, or Spanish and six units in history, chosen from the following courses:

HIST 311	Greek Civilization (3)
HIST 312	Roman Civilization (3)
HIST 321	The Fall of the Roman Empire, 250-1050 (3)
HIST 322	Castles and Crusades: Medieval Europe 1050-1450 (3)

- HIST 323 Medieval Women (3)
 HIST 324 Christians, Muslims, and Jews in Medieval Spain (3)
 HIST 331 Renaissance Europe (3)
 HIST 333 Europe 1600-1800 (3)
 HIST 334 European Art and Architecture in Context (3)
 HIST 340 World War I (3)
 HIST 341 World War II (3)
 HIST 342 Birth of Two Nations: France and India (3)
 HIST 343 Germany 1945-Present (3)
 HIST 344 Eastern Europe Since 1815 (3)
 HIST 346 Topics in Medieval and Early Modern Europe (3)
 HIST 347 Topics in Modern Europe (3)
 HIST 348 Modern France (3)
 HIST 350 History of the British Isles (3)
 HIST 351 Modern Britain (3)
 HIST 353 Spain to 1820 (3)
 HIST 354 Modern Spain (3)
 HIST 355 Imperial Russia (3)
 HIST 356 Russia Since 1917 (3)
 HIST 357 Topics in Russian and East European History (3)

and six units in political science, chosen from the following courses:

- POLS 355 Politics in Western Europe (3)
 POLS 362 Politics in the United Kingdom (3)
 POLS 363 Politics in France (3)
 POLS 364 Politics in Germany (3)
 POLS 365 Politics in Russia (3)
 POLS 372 Russian Foreign Policy (3)

Six units in philosophy and/or fine arts, chosen from the following courses:

- ARTH 333 Modern Art: 1780-1920 (3)
 ARTH 334 Art of the Twentieth Century in Europe and the Americas (3)
 ARTH 338 City and Utopia: Introduction to History of Urbanism (3)
 ARTH 345 The Avant-Garde and Mass Culture: Art and Politics (3)
 MUSC 330 Music History I: Antiquity-1600 (3)
 MUSC 331 Music History II: 1600-1830 (3)
 MUSC 332 Music History III: 1830-Present (3)
 MUSC 430W History of Medieval and Renaissance Music (3)
 MUSC 431 History of Baroque and Classical Music (3)
 MUSC 432 History of Romantic Music (3)
 MUSC 433 History of Twentieth Century Music (3)
 PHIL 467 Studies in Renaissance Philosophy (3)
 PHIL 470 Studies in Ancient Philosophy (3)
 PHIL 471 Studies in Medieval Philosophy (3)

- PHIL 472 Studies in Modern European Philosophy (3)
 PHIL 474 Studies in Contemporary Continental Philosophy (3)

and nine upper-division elective units in the humanities disciplines and four upper-division senior seminar HUMN 490 (1) and 495W (3)

Asian Studies

Lower-Division Preparation

- HIST 130 Introduction to East Asia (3)
 PHIL 175 Asian Philosophy (3)]
 OR
 THRS 112 World Religions (3)

Intermediate Mandarin or Intermediate Japanese, or equivalent; or fourth-semester or equivalent in another Asian language

Major Requirements

12 units of Asian civilizations courses chosen from the following courses:

- ECON 337 Economic Development of Asia (3)
 HIST 364 Topics in Asian History (3)
 HIST 365 History of China (3)
 HIST 366 History of Japan (3)
 HIST 367 Women in East Asia (3)
 HIST 372 U.S.-East Asia Relations (3)
 POLS 358 Politics in South Asia (3)
 POLS 367 Politics in Japan (3)
 POLS 368 Politics in China (3)
 SOC 351 China in the 21st Century (3)

Asian civilizations courses offered by the languages and literatures department or appropriate upper-division topics courses in these disciplines.

12 units of Asian cultures courses from the following:

- ENGL 364 Postcolonial Studies (3)
 ENGL 494 Special Topics: Sanskrit (3)
 MUSC 440 Topics in World Music (3)
 PHIL 476 Asian Philosophy (3)
 THRS 312 Hindu Faith and Practice (3)
 THRS 314 Buddhist Faith and Practice (3)
 THRS 315 Islamic Faith and Practice (3)

Asian literatures courses offered by the Languages and Literatures department or appropriate upper-division topics courses in these disciplines, and 12 units of electives in the Humanities disciplines, and four upper-division senior seminar HUMN 490 (1) and 495W (3).

Humanities Courses (HUMN)

HUMN 490 THESIS PREPARATION SEMINAR (1)

This course precedes the 3-unit HUMN 495W course. In this course, each student will identify a research topic that would integrate and apply his/her interdisciplinary experience in the Humanities major. This topic will lead, in HUMN 495W, to producing a senior thesis (a substantial research paper or a well-researched creative project). Each student will consult with the instructor in identifying and developing a topic; produce a prospectus and a bibliography for the topic; and, as possible, begin collecting and outlining research material from the bibliography. A class presentation is typically required as well. Prerequisite: Senior or, for December graduates, junior standing in the Humanities major; or approval of the Humanities program director. Fall semester.

HUMN 495W SENIOR RESEARCH SEMINAR (3)

In this continuation course to HUMN 490, each student will complete the research phase of his/her thesis project; produce a working outline and at least one substantial draft of the senior thesis or creative project; and revise and finalize the thesis by the end of the semester. A formal presentation of results and highlights from the completed research and initial thesis draft is typically required as well. Spring semester. Prerequisite: HUMN 490.

International Relations

J. Michael Williams, JD, PhD, CHAIR

Del Dickson, JD, PhD

Casey B. K. Dominguez, PhD

Patrick F. Drinan, PhD

Emily Edmonds, PhD

Virginia Lewis, PhD

Vidya Nadkarni, PhD

Noelle Norton, PhD

Lee Ann Otto, PhD

Michael R. Pfau, PhD

David Shirk, PhD

Avi Spiegel, PhD

Randy Willoughby, PhD

The International Relations (IR) major is an interdisciplinary field of study designed for students who seek a holistic understanding of international affairs. The curriculum is rooted in political science and provides students with a strong background in international relations and comparative government. At the same time, the curriculum reflects the recognition that international political phenomena are best understood from a variety of perspectives and includes courses from disciplines such as history, economics, religious studies, fine arts and literature. In order to complement their academic training with first-hand experience in a foreign country, students are also required to complete 3 units in a study abroad program. Graduates from the IR program are well prepared for careers in government, private industry, law, education and the nonprofit sector, as well as for graduate study in political science and international affairs.

Preparation for the Major

POLS 125, 175, and 250; Any non-U.S. History course; ECON 101 and 102.

Major Requirements

33 units of upper-division work to include (note: course descriptions are listed under the political science major):

A. Core Courses

Six upper-division units (you must take both of the following courses):

POLS 350 Comparative Politics (3)
(typically offered in Fall)

POLS 370 Theories of International Relations (3)
(typically offered in Spring)

B. International and Comparative Politics

15 upper-division units (five courses) from among the following:

POLS 306	Political Ideology (3)
POLS 307	Politics and Religion (3)
POLS 326	Comparative Law (3)
POLS 327	International Law (3)
POLS 329	Law of the Sea (3)
POLS 349	Politics and the Environment (3)
POLS 352	Comparative Politics of Developing Countries (3)
POLS 354	Revolutionary Change (3)
POLS 355	Politics in Western Europe (3)
POLS 357	Politics in Latin America (3)
POLS 358	Politics in South Asia (3)
POLS 359	Politics in the Middle East (3)
POLS 360	Politics in Sub-Saharan Africa (3)
POLS 361	Politics in South Africa (3)
POLS 362	Politics in the United Kingdom (3)
POLS 363	Politics in France (3)
POLS 364	Politics in Germany (3)
POLS 365	Politics in Russia (3)
POLS 366	Politics in Mexico (3)
POLS 367	Politics in Japan (3)
POLS 368	Politics in China (3)
POLS 371	American Foreign Policy (3)
POLS 372	Russian Foreign Policy (3)
POLS 374	U.S.-Latin American Relations (3)
POLS 375	Comparative Foreign Policy (3)
POLS 376	U.S. National Security (3)
POLS 377	Regional Security (3)
POLS 378	Transnational Crime and Terrorism (3)
POLS 380	International Political Economy (3)
POLS 382	International Human Rights (3)
POLS 383	International Organizations (3)

POLS 480	Model United Nations (1)
POLS 485	Washington, D.C.: Directed Study in International Relations (3)
POLS 486	Washington, D.C.: Internship in International Relations / 6 units
POLS 487	Washington, D.C.: Class in International Relations (3)
POLS 494	Special Topics in International Relations (1-3)
POLS 498	Internship in International Relations (1-6)
POLS 499	Independent Study in International Relations (1-3)

C. Humanities and Social Sciences

Nine upper-division units (three courses) with no more than three units (one course) taken from one department. The following courses are all acceptable. Other upper-division courses with predominantly international or comparative content can be used upon specific approval by the department chair.

Anthropology

ANTH 328	Caribbean Cultures (3)
ANTH 332	Mesoamerican Archaeology (3)
ANTH 334	South American Archaeology (3)
ANTH 335	Nautical Archaeology (3)
ANTH 339	Post Medieval Seafaring and Empire (3)

Art History

ARTH 331	Art in Public Spaces (3)
ARTH 333	Modern Art: 1780-1920 (3)
ARTH 334	Art of the 20th Century in Europe and the Americas (3)
ARTH 343	Memory, Monument, Museum (3)
ARTH 345	Avant-Garde and Mass Culture: Art and Politics in Europe 1789-1945 (3)

Recommended Program of Study, International Relations**Freshman Year**
Semester I

Preceptorial (3)
POLS 125 (3)
Non-U.S. History (3)
CC or electives (6-7)

Semester II

POLS 175 (3)
CC or electives (12-13)

Sophomore Year
Semester I

ECON 101 (3)
POLS 250 (3)
CC or electives (9-10)

Semester II

ECON 102 (3)
Upper-division IR/
Comparative Politics (3)
CC or electives (9-10)

Junior Year*
Semester I

Upper-division Core Class (3)
Upper-division IR/Comparative
Politics (3)
Upper-division Humanities (3)
CC or electives (6-7)

Semester II

Upper-division Core Class (3)
Upper-division IR/Comparative
Politics (3)
Upper-division Humanities (3)
CC or electives (6-7)

Senior Year
Semester I

Upper-division IR
Comparative Politics (3)
Upper-division
Humanities (3)
Electives (6-7)

Semester II

Upper-division IR/
Theories of IR (3)
Upper-division POLS (3)
Electives (9)

*The study abroad requirement is three units and is recommended during the junior year or in the summer following the sophomore or junior year.

Business

- FINA 405 International Financial Management (3)
 MGMT 309 International Comparative Management (3)
 MKTG 305 International marketing
 BSCM 300 Global Purchasing and Supply Management

Communication

- COMM 380 International Media (3)
 COMM 480 Advanced Topics in International Media (3)

Economics

- ECON 333 International Economics (3)
 ECON 335 Economic Development of Latin America (3)
 ECON 337 Economic Development of Asia (3)

English

- ENGL 364 Postcolonial Studies (3)
 ENGL 366 Modern European Literature (3)
 ENGL 368 Modern British Literature (3)

History

- HIST 334 European Art and Architecture in Context (3)
 HIST 340 World War I (3)
 HIST 341 World War II (3)
 HIST 342 Birth of Two Nations: France and India (3)
 HIST 345 Topics in Military History (3)
 HIST 347 Topics in Modern Europe (3)
 HIST 348 Modern France (3)
 HIST 351 Modern Britain (3)
 HIST 352 The British Empire (3)
 HIST 354 Modern Spain (3)
 HIST 355 Imperial Russia (3)
 HIST 356 Russia Since 1917 (3)
 HIST 357 Topics in Russian and East European History (3)
 HIST 358 Topics in Modern World History (3)
 HIST 359 Modern Middle East (3)
 HIST 361 Modern Latin America (3)
 HIST 362 Topics in Latin American History (3)
 HIST 363 History of Brazil (3)
 HIST 364 Topics in Asian History (3)
 HIST 365 History of China (3)
 HIST 366 History of Japan (3)
 HIST 367 Women in East Asia (3)
 HIST 368 History of Africa (3)
 HIST 369 Issues in Modern Africa (3)
 HIST 376-377 United States Foreign Relations (3/3)
 HIST 384 History of Mexico (3)
 HIST 387 History of Baja California (3)

Language**French**

- FREN 302 Introduction to Analysis of French Literary Texts (3)
 FREN 303 Cultural Backgrounds of French Civilization (3)
 FREN 320 Survey of French Literature I: Middle Ages to the 18th Century (3)
 FREN 321 Survey of French Literature II: 19th and 20th Centuries (3)
 FREN 403 Contemporary French Civilization (3)
 FREN 410 French Theater (3)
 FREN 411 French Prose (3)
 FREN 412 French Novel (3)
 FREN 413 French Poetry (3)
 FREN 414 French Women Writers (3)

German

- GERM 302 Readings in German Literature (3)
 GERM 312 German Literature from 1900 to the Present (3)
 GERM 494 Topics in German Literature (3)

Italian

- ITAL 304 Survey of Italian Literature (3)
 ITAL 411 Masterpieces in Italian Literature (3)
 ITAL 494 Topics in Italian Literature (3)

Spanish

- SPAN 302 Cultural History of Spain (3)
 SPAN 303 Introduction to Hispanic Literature (3)
 SPAN 320 Survey of Spanish Literature (3)
 SPAN 360 Survey of Latin American Literature (3)
 SPAN 422 Studies in Medieval Spanish Literature (3)
 SPAN 423 Studies in Spanish Literature of the Golden Age (3)
 SPAN 427 Twentieth-Century Spanish Literature (3)
 SPAN 430 Studies in Hispanic Film (3)
 SPAN 448 The Latin American Short Story (3)
 SPAN 449 Latin American Novel (3)
 SPAN 451 Latin American Poetry (3)
 SPAN 453 Mexican Literature and Culture (3)
 SPAN 458 Jewish Latin America (3)

Music

- MUSC 331 Music History II: 1600-1830 (3)
 MUSC 440 Topics in World Music (3)

Philosophy

- PHIL 338 Environmental Ethics (3)
 PHIL 340 Ethics of War and Peace (3)
 PHIL 472 Studies in Modern European Philosophy (3)
 PHIL 474 Studies in Contemporary Continental Philosophy (3)

PHIL 476 Studies in Asian Philosophy (3)

Sociology

SOCI 351 China in the 21st Century (3)
 SOCI 362 Social Change: Global Perspectives (3)
 SOCI 425 The Black Atlantic (3)
 SOCI 455 Cities in a Global Context (3)

Theology

THRS 312 Hindu Faith and Practice (3)
 THRS 313 Jewish Faith and Practice (3)
 THRS 314 Buddhist Faith and Practice (3)
 THRS 315 Islamic Faith and Practice (3)
 THRS 321 Afro-Latin Religions (3)
 THRS 368 Latino/a Theologies (3)
 THRS 369 Liberation Theology (3)
 THRS 382 The Prophetic Traditions of Israel (3)
 THRS 390 The Holocaust: Death of God or Death of Humanity? (3)

D. Political Science

Three upper-division units (one course). Students may take any upper-division course offered by the department of political science and international relations, including: political theory, American politics, international politics, comparative politics, or internship.

E. Study Abroad

Students must take at least three units outside of the United States, as part of a study abroad experience. These units may be in any academic discipline, and may be either upper or lower-division units. This requirement does not add to the overall number of units required for the major.

International Relations / Political Science Research Seminar Capstone

International relations majors have an option and are encouraged to take an international relations upper-division research seminar capstone, offered each fall. This will help students to conduct research and write scholarly papers on a variety of international and/or comparative political topics.

All international relations majors who plan to go on to graduate school are strongly encouraged to enroll in the research seminar capstone course during their junior or senior year.

All students who would like to write a senior thesis, or who want to conduct independent research in international relations, should enroll in the research seminar capstone in lieu of independent study.

All honors students who are international relations majors are required to enroll in the research seminar capstone the semester before their honors thesis seminar.

The International Relations Minor

POLS 125, 175, and either 350 or 370, plus 9 additional upper-division units of international and/or comparative politics, to be selected in consultation with an advisor from the political science/international relations faculty.

USD / Washington Center Internship Semester

University of San Diego students have the opportunity to enroll in a semester-long internship program in Washington, D.C. and earn academic credit toward their major. These internships are coordinated through the political science and international relations department and the Washington Center, a nationally recognized internship program that pioneered the development of full-time internships in the nation's capital. The internship program combines real-world work experience with academic learning in a unique environment that fosters success and achievement. Students earn 12 semester units for participating in a full-time fall or spring semester program, and 6 to 9 units in the summer.

Languages and Literatures

Richard Stroik, PhD, CHAIR

Beatriz Lado, PhD, LANGUAGE COORDINATOR

Santiago Rubio-Fernaz, PhD, PLACEMENT DIRECTOR

The Department of Languages and Literatures supervises the bachelor of arts degree programs in French and Spanish, minors in French, German, Italian and Spanish, and courses in Arabic, Classical Greek, Latin, Japanese, and Chinese (Mandarin). Proficiency in a second language is one of USD's core curriculum requirements. By proficiency we mean that each student will acquire communicative competence, that is, the ability to speak, understand, read, and write the language studied. The relationship between language and culture is an important component of the program, and emphasis is placed on the diversity of the cultures and societies that are representative of the languages being studied, and study abroad.

Language Placement

Placement Criteria for Arabic, Chinese, Greek, Latin, and Japanese

All students with no college credit in the language they want to study will be required to enroll in 101.

Any students wishing to enroll at a level higher than 101 will be required to take the placement exam and enroll in the course level assigned to them afterwards. Students must make an appointment with the director of placement to take a written exam.

Instructors teaching 101-level classes may require students who they feel are overqualified for a beginner's course to take the placement exam.

Placement Criteria for French, German, Italian, and Spanish

All students wishing to study any of these languages must take the placement exam and enroll in the course level in which they place. The placement exam is available online for all of these languages.

Students with no academic experience in the language they want to study ("absolute beginners") may request an "exam waiver" from the director of placement before they enroll in 101.

Students with no academic experience in the language who wish to enroll in a higher level course (presumably because they have been exposed to the language in non-academic environments) must take the placement exam.

Some students will have fulfilled the language requirement prior to enrolling at USD. They are those who have:

- scored 4 or 5 on an AP foreign language or AP foreign literature exam
- scored 5 or higher on an IB foreign language exam
- scored 50 or higher on a CLEP foreign language exam
- earned a high school diploma from a school outside of the U.S. in which courses were taught in a language other than English
- had a third semester (201) course accepted in transfer from another college or university.

It is the responsibility of these students to see that USD receives an official test score report or official college transcripts. Students who attended high school outside of the U.S. must submit a copy of their high school transcript

to the department chair before a waiver of requirement will be issued.

Note: The information in this bulletin is always superseded by the information published in our departmental website at www.sandiego.edu/fil.

Arabic

Modern standard Arabic introduces students to the form of the language that is understood throughout the Arab world. It promotes a level of literacy which will give students access to the vast heritage of ancient and modern literature, scholarly work, and the media. It is a foundation that will enable advanced students to learn one or more of the dialects that comprise colloquial Arabic (Levantine, Iraqi, Arabian, Egyptian and North African).

The curriculum includes a component which will acquaint students with the geography, political systems, cultures and religious heterogeneity (Muslim, Christian, and Jewish) of the Arab world. Special attention will be given to the 21 Arab countries which are members of the Arab League of Nations.

Courses (ARAB)

ARAB 101 FIRST SEMESTER ARABIC (3)

An introduction to the four basic language skills: listening, speaking, reading, and writing of Modern, Standard Arabic as well as the cultures of Arabic-speaking peoples. This course is open only to those who have never studied Arabic, or who have not studied it in a considerable amount of time as determined by this department (see website).

ARAB 102 SECOND SEMESTER ARABIC (3)

Continuation of the skills developed in Arabic 101. Increased practice in reading and writing. Acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. Prerequisite: ARAB 101 or equivalent, or placement exam.

ARAB 201 THIRD SEMESTER ARABIC (3)

Further development of language competence to the intermediate level. Introduction of easier literary and cultural readings which will solidify reading skills and

Recommended Program of Study

All students, including those who transfer to USD, must fulfill the language requirement by the end of their junior year. We strongly encourage students to take their courses in consecutive semesters (that is, without leaving a gap between 101, 102, etc.) and to plan their on-campus study with a view to spending at least one semester in a study abroad program. Most study abroad courses have a language prerequisite. Course listings of affiliated study abroad programs are available in the Office of International Studies Abroad, Serra Hall, Room 315, and online at www.sandiego.edu/international/intlstudies/

provide deeper understanding of Arabic cultures.

Prerequisite: ARAB 102 or equivalent, or placement exam.

ARAB 202 FOURTH SEMESTER ARABIC (3)

Continued development of reading, writing, listening, and speaking skills. Emphasis on simple present in two different cases and in negation, past, and future tenses of the Arabic verb; personal object pronouns, noun and verb sentences. By the end of the course, students should be able to identify family members, relatives and social relation; describe professions and college study subjects and specializations; describe concrete places and situations; understand, express, and respond to abstract and information questions; read dialogues and paragraphs; write more articulate sentences and paragraphs.

Prerequisite: ARAB 201 or equivalent, or placement exam.

Chinese

The Chinese language program introduces students to Mandarin, the most-spoken language in the world, as well as to a culture outside of the European sphere. Learning this language will benefit the student who wishes to think globally.

The primary objectives of these courses are to enable the student to communicate in Mandarin, the dialect of government and education, and appreciate Chinese civilization and culture. Collaborative classroom activities assist with the acquisition of the Chinese writing system and verbal and non-verbal communication.

Students may elect to major or minor in Asian studies, an interdisciplinary program anchored in the history department. Upper-division courses will be completed in other departments (such as history, philosophy, political science, and theology and religious studies). These courses are conducted in English.

Courses (CHIN)

CHIN 101 FIRST SEMESTER CHINESE (3)

An introduction to the four basic language skills: listening, speaking, reading, and writing, with an emphasis on oral skills. This course is open only to those who have never studied Chinese, or who have not studied it in a considerable amount of time as determined by this department (see website).

CHIN 102 SECOND SEMESTER CHINESE (3)

Continuation of the skills developed in CHIN 101. Increased practice in reading and writing. Acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. Prerequisite: CHIN 101 or equivalent, or placement exam.

CHIN 201 THIRD SEMESTER CHINESE (3)

Further development of language competence. Practice in oral and written Chinese at the intermediate level, with an emphasis on reading and basic composition. Continued acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. This course satisfies the core curriculum requirement. Prerequisite: CHIN 102 or equivalent, or placement exam.

CHIN 202 FOURTH SEMESTER CHINESE (3)

Further development of language competence. Practice in oral and written Chinese at the intermediate level, with an emphasis on reading and basic composition. Continued acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. Prerequisite: Chinese 201 or equivalent, or placement exam.

French

Michèle Magnin, PhD, AREA DIRECTOR

Richard Stroik, PhD

Jacques Wendel, PhD

The French language is the vehicle for a rich culture and civilization. It is a humanistic, lively, modern language encountered not only in gastronomy, fashion, and travel, but also in industry (from aerospace to biotechnology to electronics), the sciences (from medicine and ecology to micro-biology), business, etc. As one of the official languages of both the United Nations and the European Union, it is a very useful tool in diplomacy and the political arena. French thinkers have traditionally been in the avant-garde of intellectual life, which makes a working knowledge of this language invaluable to scholars in all fields, just as it is indispensable for teachers, translators, writers, and diplomats.

For French majors, a major in another discipline, as well as at least a minor in another language, are recommended.

We highly recommend that students take advantage of our semester- or year-long programs in France and/or the third semester French in France summer course (information is available in the Office of International Studies Abroad, Serra Hall, Room 315, or go to www.sandiego.edu/academics/IntlStudy).

Preparation for the Major

A working knowledge of the fundamentals of French grammar and syntax, correct pronunciation, and ease in oral expression (12 units of lower-division or the equivalent).

The Major

The 24 upper-division units required for the major must include FREN 301 and 303, or their equivalent, and a minimum of three courses at the level of 320 or above. A minimum of 15 upper-division units must be taken on the USD campus. The experience of living and studying in a francophone country is highly recommended.

The Minor

Two options are available:

1. 18 units: at least nine of the 18 units must be in upper-division courses: FREN 301, 302, 303, and 310 are recommended.
2. 12 upper-division units. Prerequisites: Fourth semester competency in French and approval by the department chair.

A minimum of six upper-division units must be taken on the USD campus. The experience of living and studying in a francophone country is most highly recommended.

Lower-division Courses (FREN)

A passing grade in FREN 201 satisfies the core curriculum requirement.

FREN 101 FIRST SEMESTER FRENCH (3)

Introductory course to French life, language, and grammar, with stress upon pronunciation and oral comprehension. This course is open only to those who have never studied French, or who have not studied it in a considerable amount of time as determined by the director of placement or this department (see website). Every semester.

FREN 102 SECOND SEMESTER FRENCH (3)

Essentials of French grammar together with writing, reading, pronunciation, and comprehension. Prerequisite: FREN 101 or equivalent, or placement exam. Every semester.

FREN 201 THIRD SEMESTER FRENCH (3)

The final course of the core language sequence completes the introduction of the basic structures of the language, with increased emphasis on grammatical exactness to further develop communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the French-speaking community. This course is also offered in the summer in Aix-en-Provence (see FREN 201). Prerequisite: FREN 102 or equivalent, or placement exam. Every semester.

FREN 201 THIRD SEMESTER FRENCH IN FRANCE (3)

Intensive summer course in France conducted by a USD faculty member. See course description above. Direct immersion in French life and culture; students are placed

within French families. The university reserves the right to cancel this course if minimum enrollment is not met or for any other reason. Open to all students and prepares equally well for FREN 202. Prerequisite: FREN 102 or equivalent, or placement exam.

FREN 202 FOURTH SEMESTER FRENCH (3)

Oral and written practice of French idiomatic expression and syntax. Emphasis on accuracy and fluency reinforced through readings of short stories and essay writing, as well as conversations dealing with contemporary French culture. Prerequisite: FREN 201 or equivalent, or placement exam. Every semester.

Upper-division Courses (FREN)

Upon completion of FREN 202, proceed to 300, 301, 302, or 303.

FREN 300 ADVANCED CONVERSATION (3)

Oral practice through debates and discussions of current events. Role playing emphasizing cultural content, using experiential methods. Study of basic notions of phonetics when necessary to help with pronunciation, advanced idiomatic forms, specific vocabulary and diverse means or styles of expression in preparation for upper-division work. Prerequisite: FREN 202.

FREN 301 ADVANCED GRAMMAR AND COMPOSITION (3)

Advanced written practice and grammar review. Essay topics follow a simulation enriched by literary texts and multimedia activities. Required for all advanced courses beyond FREN 320. Recommended preparation if taking the semester abroad program in Avignon. Prerequisite: FREN 202.

FREN 302 INTRODUCTION TO THE ANALYSIS OF FRENCH LITERARY TEXTS (3)

Introduction to the analysis of texts selected from representative masterpieces of French literature in all genres. Emphasis will be on close reading of texts, with an overview of the historical evolution of literary styles and genres. Prerequisite: FREN 202.

FREN 303 CULTURAL BACKGROUNDS OF FRENCH CIVILIZATION (3)

Survey of the historical, social, cultural, and artistic evolution of French from the Middle Ages to the present. Prerequisite: FREN 202.

FREN 310 FRENCH PHONETICS (3)

An intensive study of French phonemes, diction, and speech and their practical applications in contemporary France. Prerequisite: FREN 301 or higher.

FREN 320 SURVEY OF FRENCH LITERATURE I: MIDDLE AGES TO THE 18TH CENTURY (3)

Introduction to the major works of French literature, in their socio-cultural context, from the birth of the language to the Age of Enlightenment. Prerequisite: FREN 301 or higher.

FREN 321 SURVEY OF FRENCH LITERATURE II: 19TH AND 20TH CENTURIES (3)

Introduction to the major works of French literature, in their socio-cultural context, from the end of the 18th century to the second half of the 20th century. Prerequisite: FREN 301 or higher.

FREN 403 CONTEMPORARY FRENCH CIVILIZATION (3)

An in-depth study of major facets of the modern way of life in France, with special emphasis on the political, social, and artistic areas. Prerequisite: FREN 301 and 320 or 321, or approval of instructor.

FREN 410 FRENCH THEATER (3)

Study of selected masterpieces of dramatic literature that reflect France's people and culture, and the evolution of the genre through the ages. Prerequisites: FREN 301, 302, and 320 or 321.

FREN 411 FRENCH PROSE (3)

Study of a variety of French non-fiction and fiction (other than the novel) such as *essais*, *pensées*, *discours*, *contes*, *fabliaux*, *nouvelles*, *sermons*, etc. This course will examine the richness of French thought and storytelling through the ages. Prerequisites: FREN 301, 302, and 320 or 321.

FREN 412 FRENCH NOVEL (3)

Study of selected novels reflecting the evolution of the novelistic genre through the ages. The course may include major works by such authors as l'Abbé Prévost, Balzac, Stendhal, Flaubert, Zola, Gide, Camus, Colette, Queneau, de Beauvoir, Tournier, Duras, Ernaux, and others. Prerequisites: FREN 301, 302, and 320 or 321.

FREN 413 FRENCH POETRY (3)

Study of French poetry and poetic forms from the Middle Ages to the present. Prerequisites: FREN 301, 302, and 320 or 321.

FREN 414 FRENCH WOMEN WRITERS (3)

Study of representative works of French women writers from Marie de France to contemporary authors in their historical and social milieu. Prerequisites: FREN 301, 302, and 320 or 321. Cross-listed as a gender studies course.

FREN 493 FIELD EXPERIENCE IN FRENCH (1-3)

Placement in a community agency where language skills will be utilized. A maximum of two units may be applied toward the major, but none toward the minor. Prerequisite:

Community placement requires approval of the department chair.

FREN 494 TOPICS IN FRENCH LITERATURE, LANGUAGE, OR CULTURE (3)

Study at an advanced level of French literature, language, or culture. Topics may include specific authors, periods, or linguistic studies such as: Business French, francophone literature, French stylists, Voltaire, Hugo, etc. When offered, selected subjects will be announced on the Web at www.sandiego.edu/search/classes/. This course may be repeated for credit when the topic changes. Prerequisites: FREN 301, 302, and 320 or 321.

FREN 499 INDEPENDENT STUDY (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. Prerequisite: Approval of French faculty member, department chair, and dean

German

Brigitte L. Heimers, PhD, AREA DIRECTOR

In general, an education in German not only encourages students to consider the profound effects of German-speaking thinkers, scientists, and artists on the modern world, but also provides a lens through which the particular contours of the present and past can be evaluated.

Knowledge of the German language and an understanding of the cultures of the countries where German is spoken provide a valuable preparation for many careers and graduate programs. In addition, it opens the door to lifelong cultural enrichment. German is a primary language of scholarship and international communication in a diverse range of academic and scientific fields, including industry and commerce. The lower-division language classes give students the strong base in oral and written skills that will prepare them for a successful period of study abroad, completion of the German minor, or simply give them the fundamental tools for developing conversational fluency. The minor in German is an excellent complement to a number of different disciplines such as art history, business, international relations, mathematics, music, political science, literature, philosophy and religious studies. Upper-division courses are aimed at encouraging individual exploration of the country, its culture, its literature, its industry and commerce, while at the same time building and reinforcing language proficiency.

Students who major or minor in interdisciplinary humanities with a concentration in German may include upper-division courses conducted in English by

departments such as history, philosophy, political science, music, and theology and religious studies toward the major or minor.

Students are strongly encouraged to take advantage of our semester or year-long programs in Freiburg, Germany or Vienna, Austria and/or our third semester German in Europe intensive summer course (information is available at the Office of International Studies Abroad, Serra Hall, Room 315, or go to www.sandiego.edu/academics/IntlStudy).

The Minor

Two options are available:

1. 18 units: at least 9 of the 18 units must be in upper-division courses.
2. 12 units of upper-division courses. Prerequisites: Fourth semester competency in German and approval by the department chair.

A minimum of six upper-division units must be taken on the USD campus. The experience of living and studying in a German-speaking country is most highly recommended.

Lower-division Courses (GERM)

A passing grade in GERM 201 satisfies the core curriculum requirement.

GERM 101 FIRST SEMESTER GERMAN (3)

Introductory course to German life, language, and essentials of basic grammar with stress upon pronunciation, reading, and oral comprehension. This course is open only to those who have never studied German, or who have not studied it in a considerable amount of time as determined by the director of placement or this department (see website). Every semester.

GERM 102 SECOND SEMESTER GERMAN (3)

A continuation on the basis of GERM 101 with emphasis on reading, writing, grammar, pronunciation, and elementary conversation. Prerequisite: GERM 101 or equivalent, or placement exam. Every semester.

GERM 201 THIRD SEMESTER GERMAN (3)

The final course of the core language sequence completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the German-speaking community. This course is also offered in the summer in Europe (see below). Prerequisite: GERM 102 or equivalent, or placement exam. Every semester.

GERM 201 THIRD SEMESTER GERMAN IN EUROPE (3)

Intensive summer course in Germany, Austria, or Switzerland conducted by a USD faculty member. Direct immersion in the life and culture of German-speaking people. See course description above. The university reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Prerequisite: GERM 102 or equivalent, or placement exam.

GERM 202 FOURTH SEMESTER GERMAN (3)

Oral and written practice of German idiomatic expression and syntax. Emphasis on accuracy and fluency reinforced through readings of short stories and essay writing, as well as conversations dealing with German life and culture. Prerequisite: GERM 201 or equivalent, or placement exam. Every semester.

GERM 230 INTERMEDIATE CONVERSATION (3)

Intensive drill in spoken German based on assigned topics. This course does not count toward the German minor, but does count as elective lower-division units toward graduation. Prerequisite: GERM 201 or 202 or equivalent.

Upper-division Courses (GERM)

GERM 301 or equivalent is the prerequisite for all advanced courses.

GERM 301 ADVANCED COMPOSITION (3)

Further development of oral and writing abilities. Continued study of the grammatical structure of German with emphasis on idiomatic expressions and syntax. Reading of modern authors to consolidate the learning of idiomatic expressions and prepare for literature classes. Prerequisite: GERM 202 or equivalent. Every year.

GERM 302 READINGS IN GERMAN LITERATURE (3)

Assigned readings in modern literature; class reports on literary topics of prose and poetry. Prerequisite: GERM 301 or equivalent.

GERM 303 CULTURAL BACKGROUNDS OF GERMAN CIVILIZATION (3)

Survey of the historical, social, cultural, and artistic evolution of German from the origins to the present. Survey of modern life and geography in Germany. Prerequisite: GERM 202 or equivalent.

GERM 304 COMMERCIAL CORRESPONDENCE AND ADVANCED BUSINESS GERMAN (3)

Oral and written Geschäftsdeutsch with special attention to accurate and idiomatic expressions used in economics, business, professional, and technical fields with an insight into Germany's place in the European Union and the World Market. Extensive practice in writing business letters in the various fields of commerce. In addition, this course provides students with an option to achieve an international

skills certificate that is to prepare for the exam of the Diplom Wirtschaftdeutsch für die USA, offered as a cooperative project by the American Association of Teachers of German, the German American Chamber of Commerce, Inc., and the Goethe Institute. Business majors may take GERM 304 in place of GERM 301. Prerequisite: GERM 202 or equivalent.

GERM 312 GERMAN LITERATURE FROM 1900 TO THE PRESENT (3)

A survey of German literature from 1900 to the present. Important movements, authors, and works in German literature since the turn of the century. Prerequisite: GERM 301 or equivalent.

GERM 494 TOPICS IN GERMAN LITERATURE (3)

Study at an advanced level of major topics of German literature, such as Medieval authors, Renaissance and Baroque masterworks, masterpieces of the Age of Enlightenment, the period of Storm and Stress, Classic and Romantic, Realism, Naturalism, and Modern works of the 20th century; themes, authors, genres. This course may be repeated for credit when the topic changes. Prerequisite: GERM 302 or equivalent.

GERM 499 INDEPENDENT STUDY (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required as well as preparation of reports to be assigned by the instructor. A maximum of three units may be applied toward the minor. Prerequisite: Approval of the department chair.

Classical Greek

John Fendrick, PhD, AREA DIRECTOR

Courses in classical languages are offered for those students who wish to enrich their knowledge of English vocabulary and grammar and become acquainted with Græco-Roman culture by studying ancient Greek and Latin.

Students may major or minor in Interdisciplinary Humanities with a concentration in Classical Studies will complete their upper-division coursework by taking classes relating to Græco-Roman culture from other departments (such as history, philosophy, political science, and theology and religious studies). These courses are conducted in English.

Courses (GREK)

GREK 101 FIRST SEMESTER GREEK (3)

Introduction to Ancient (Attic) Greek. The fundamentals of Ancient Greek morphology, syntax, and vocabulary, with emphasis on the use of the language as it appears in the

literature of fifth century Athens and the Bible. Study of English vocabulary derived from Greek. This course is open only to those who have never studied Greek, or who have not studied it in a considerable amount of time, as determined by the director of placement or this department (see website).

GREK 102 SECOND SEMESTER GREEK (3)

A continuation of GREK 101. Further study of morphology and syntax of Ancient (Attic) Greek. Easier readings excerpted from the writings of Aesop and Apollodorus. Extended passages from the New Testament. Prerequisite: GREK 101 or equivalent, or placement exam.

GREK 201 THIRD SEMESTER GREEK (3)

Review and further study of grammar and vocabulary of Ancient (Attic) Greek. Readings taken from the writings of Xenophon, Herodotus, and the Bible. Introduction to the epic poetry of Homer. Prerequisite: GREK 102 or equivalent, or placement exam. This course satisfies the core curriculum requirement.

GREK 202 FOURTH SEMESTER GREEK (3)

Introduction to Greek literature and composition. This course introduces the student to a variety of classical, biblical, and early Christian authors through graded readings. In addition, students will learn to write simple Greek prose to strengthen their skill in mastering the complicated inflections and syntax of language. Prerequisite: GREK 201 or equivalent, or placement exam.

Italian

Emanuela Patroncini-Boswell, MA, ACTING AREA DIRECTOR

Because of its vast richness, the study of Italian language and culture has something to offer for everyone. The lower-division language classes give students the strong base in oral and written skills that will prepare them for a successful period of study in Italy, completion of the Italian minor, or simply give them the fundamental tools for developing conversational fluency. The minor in Italian is an excellent complement to a number of different disciplines such as art history, political science, business, literature, and philosophy. Upper-division courses are aimed at encouraging individual exploration of the country, its culture, and its literature, while at the same time building and reinforcing language proficiency.

Students who major or minor in interdisciplinary humanities with a concentration in Italian may include upper-division courses conducted in English by departments (such as history, philosophy, political science, and theology and religious studies) toward the major or minor.

Students are strongly encouraged to take advantage of our semester or year-long programs in Florence or Milan, Italy and/or our third semester Italian in Perugia summer course (information is available at the Office of International Studies Abroad, Serra Hall, Room 315, or go to www.sandiego.edu/academics/IntlStudy)

The Minor

Two options are available:

1. 18 units: at least nine of the 18 units must be upper-division courses.
2. 12 units of upper-division courses. Prerequisite: ITAL 202 or equivalent and approval by the department chair.

A minimum of six upper-division units must be taken on the USD campus. The experience of living and studying in Italy is highly recommended.

Lower-division Courses (ITAL)

A passing grade in ITAL 201 satisfies the core curriculum requirement.

ITAL 101 FIRST SEMESTER ITALIAN (3)

Essentials of Italian grammar together with stress upon pronunciation, reading, and oral comprehension. This course is open only to those who have never studied Italian, or who have not studied it in a considerable amount of time, as determined by the director of placement or this department (see website). Every semester.

ITAL 102 SECOND SEMESTER ITALIAN (3)

Same orientation as in ITAL 101. Learning of basic grammar. Acquisition of new vocabulary consolidated through conversation, stressing not only pronunciation and oral comprehension, but also some aspects of Italian life and culture. Prerequisite: ITAL 101 (or equivalent) or placement exam. Every semester.

ITAL 201 THIRD SEMESTER ITALIAN (3)

The final course of the core language sequence completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the Italian-speaking community. This course is also offered in the summer in Perugia. Prerequisite: ITAL 102 (or equivalent) or placement exam. Every semester.

ITAL 201 THIRD SEMESTER ITALIAN IN ITALY (3)

Intensive summer course in Italy conducted by a USD faculty member. Direct immersion in Italian life and culture. See course description above. The university reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Prerequisite: ITAL 102 (or equivalent) or placement exam.

ITAL 202 FOURTH SEMESTER ITALIAN (3)

Reading of selected works by well-known contemporary Italian authors. Practice in composition and grammar for a solid base and increased fluency in the language.

Prerequisite: ITAL 201 (or equivalent) or placement exam. Every semester.

ITAL 230 INTERMEDIATE CONVERSATION (3)

Intensive drill in spoken Italian based on assigned topics. This course does not count toward the Italian minor, but does count as elective units toward graduation. Prerequisite: ITAL 201 or 202 (or equivalent).

Upper-division Courses (ITAL)

ITAL 301 ADVANCED COMPOSITION (3)

Further development of oral and writing skills. Continued study of the grammatical structure of Italian with emphasis on idiomatic expressions and syntax. Reading of modern authors to consolidate the learning of idiomatic expressions and prepare for literature classes. Prerequisite: ITAL 202 (or equivalent). Every semester.

ITAL 303 INTRODUCTION TO ITALIAN CIVILIZATION AND CULTURE (3)

General study of the history, geography, and artistic contributions of Italy through texts and audio visual materials. Survey of modern life in Italy. Spring semester. Prerequisite: ITAL 202 (or equivalent).

ITAL 304 SURVEY OF ITALIAN LITERATURE (3)

Study of the literary history and major masterpieces of Italian literature from the Middle Ages to the present. Prerequisite: ITAL 202 (or equivalent).

ITAL 411 MASTERPIECES OF ITALIAN LITERATURE (3)

In-depth study of style and content of selected modern works. Prerequisite: ITAL 301 or approval of instructor.

ITAL 494 TOPICS IN ITALIAN LITERATURE (3)

Study at an advanced level of major topics of Italian literature such as Medieval masterworks, Renaissance masterpieces, and Modern works, themes, and authors. When offered, selected subjects will be announced on the Web at www.sandiego.edu/search/classes/. This course may be repeated for credit when the topic changes. Prerequisites: ITAL 304 and 411 (or equivalent).

ITAL 499 INDEPENDENT STUDY (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of three units may be applied toward the minor. Prerequisite: Approval of the department chair.

Japanese

Hiroko Takagi, MA, AREA DIRECTOR

The Japanese language program introduces students to a totally different way of thinking from that to which speakers of English and European languages are accustomed. Collaborative classroom activities assist with the acquisition of the Japanese writing system, verbal and non-verbal communication, and Japanese culture. The understanding of a language and culture outside of the European sphere will benefit the student who wishes to "think globally." In the world economy, Japan is second only to the United States. Proficiency in Japanese language and knowledge of the culture will be a strong asset for people in the 21st century.

Students may elect to major or minor in Asian Studies, an interdisciplinary program anchored in the Department of History. Upper-division courses will be completed in other departments (such as history, philosophy, political science, and theology and religious studies). These courses are conducted in English.

We strongly encourage students to take advantage of our semester or year-long program in Nagoya, Japan and/or our Japanese Culture and Conversation summer course (information is available at the Office of International Studies Abroad, Serra Hall, Room 315, or go to www.sandiego.edu/academics/IntlStudy).

The Japanese program also has a relationship with the San Diego/Yokohama Sister City League, which provides opportunities to meet visiting students, visit Yokohama and, perhaps, obtain a summer internship.

Courses (JAPN)

JAPN 101 FIRST SEMESTER JAPANESE (3)

An introduction to the four basic language skills: listening, speaking, reading, and writing (includes Katakana and Hiragana), with emphasis on oral skills. Supplemental practice with audio-visual materials required. This course is open only to those who have never studied Japanese, or who have not studied it in a considerable amount of time, as determined by the director of placement or this department (see website). Every semester.

JAPN 102 SECOND SEMESTER JAPANESE (3)

Continuation of JAPN 101. Continued development of basic language skills. Increased practice in reading and writing (Katakana, Hiragana), and introduction of 130 Chinese characters used in context. Relationship between language and culture. Supplemental practice with audio-visual materials required. Prerequisite: JAPN 101 or equivalent, or placement exam. Every semester.

JAPN 150 JAPANESE CULTURE AND CONVERSATION (3)

A course designed for students who wish to enhance their command of spoken Japanese, including expanding vocabulary, idiomatic expressions, and the use of previously acquired grammatical structures. This course is also designed to enable the student to become acquainted with the history, geography, politics, traditional arts, and literature of Japan, in addition to daily customs of Japanese society. This course will be taught in Japan during the summer or winter. The university reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Students who have earned credit in JAPN 201 and/or 202 are also invited to enroll. Prerequisite: JAPN 102 or equivalent.

JAPN 201 THIRD SEMESTER JAPANESE (3)

Further development of language competence. Practice in oral and written Japanese at the intermediate level, with emphasis on reading and basic composition. Supplemental practice with audio-visual materials required. This course satisfies the core curriculum requirement. Prerequisite: JAPN 102 or equivalent, or placement exam.

JAPN 202 FOURTH SEMESTER JAPANESE (3)

Continued practice in oral and written Japanese. Various styles will be introduced to develop greater accuracy and fluency. Use of authentic modern Japanese materials for better appreciation of the culture. Supplemental practice with audio-visual materials required. Prerequisite: JAPN 201 or equivalent, or placement exam.

JAPN 499 INDEPENDENT STUDY (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of three units may be applied toward the Asian studies minor. Prerequisite: Approval of the department chair.

Latin

John Fendrick, PhD, AREA DIRECTOR

Courses in classical languages are offered for those students who wish to enrich their knowledge of English vocabulary and grammar, and become acquainted with Græco-Roman culture by studying ancient Greek and Latin.

Students may major or minor in interdisciplinary humanities with a concentration in classical studies will complete their upper-division coursework by taking classes relating to Græco-Roman culture from other departments (such as history, philosophy, political science, and theology and religious Studies). These courses are conducted in English.

Courses (LATN)

LATN 101 FIRST SEMESTER LATIN (3)

Essentials of grammar and sentence structure. Study of culture and history through the reading of simple excerpts from Roman literature. This course is open only to those who have never studied Latin, or who have not studied it in a considerable amount of time, as determined by the director of placement or this department (see website). Every semester.

LATN 102 SECOND SEMESTER LATIN (3)

A continuation of LATN 101. Translating brief sections of Latin authors and exploring various facets of Roman culture continue as the nucleus of the course. Prerequisite: LATN 101 or equivalent, or placement exam. Every semester.

LATN 201 THIRD SEMESTER LATIN (3)

Grammar review. A more intense understanding of Roman experience and thought is achieved by analysis and translation of extended passages of Latin literature. This course satisfies the core curriculum requirement. Prerequisite: LATN 102 or equivalent, or placement exam. Every semester.

LATN 202 FOURTH SEMESTER LATIN (3)

Introduction to Latin literature. Designed for those who have completed three semesters of the grammar sequence, this course exposes students to a variety of classical and medieval authors through graded readings. Review of grammar as needed. Emphasis on cultural and historical aspects. Prerequisite: LATN 201 or equivalent, or placement exam.

Spanish

Kimberly A. Eherenman, PhD, AREA DIRECTOR

Michael Agnew, PhD

Kevin Guerrieri, PhD

Carl I. Jubran, PhD

Rebecca Ingram, PhD

Amanda Peterson, MA

Alejandro Meter, PhD

Maria Cecilia Ruiz, PhD

Leonora Simonovis, PhD

The mission of the Spanish program is the development of students' communicative proficiency and cultural understanding through the study of the current societies and cultural histories of the Spanish-speaking world.

Upon completion of the Spanish major, the student is expected to be highly proficient in the four basic communicative skills; demonstrate the capacity to interact appropriately and effectively within diverse social settings in the Spanish speaking world; identify and cogently

explain the significance of principal figures, works, and trends in the production of literature, film, and other art forms throughout the major historical periods; critically analyze a text, define a position, and substantiate it through research; appreciate and contribute to the level of inclusion and diversity in U.S. society through cultural understanding and linguistic proficiency; and effectively initiate graduate studies and/or use her or his language skills in professional settings in community development, business, education, or the health professions, among many other fields.

It is highly recommended that students take advantage of USD's international programs in Buenos Aires, Guadalajara, and Madrid, among others. Information is available at the Office of International Studies Abroad, Serra Hall, Room 315, or go to www.sandiego.edu/academics/IntlStudy.

The Major

The 27 units of upper-division work, which must be selected from Spanish courses numbered 300 or above, must include:

1. SPAN 301
2. SPAN 302
3. SPAN 303
4. SPAN 304
5. One 400-level course in Spanish Peninsular Literature
6. One 400-level course in Latin American Literature
7. One 400-level course in Latin American or Spanish Peninsular Literature

A minimum of 15 upper-division units must be taken on the USD campus. The experience of living and studying in a Spanish speaking country is highly recommended.

The Minor

Two options:

1. 18 units; at least nine of the 18 units must be in upper-division courses (numbered 300 and above).
2. 12 units of upper-division courses (numbered 300 and above). Prerequisites: Fourth semester competency in Spanish and approval by the department chair.

Both SPAN 301 and 303 are prerequisites for Spanish courses numbered 320 and higher. In addition, either SPAN 302 or 304 is a prerequisite for each 400-level course. (See individual course descriptions).

Courses marked with an asterisk (*) are recommended for the Single Subject Teaching Credential.

Lower-division Courses (SPAN)

SPAN 101 FIRST SEMESTER SPANISH (3)

The first course in the three-semester core language sequence is an introduction to the four basic language skills: listening, speaking, reading, and writing. Throughout the sequence, emphasis is placed on the development of communicative proficiency — with a focus on oral practice — and on heightening students' awareness of cultural contexts. This course is open only to those who have never studied Spanish, or who have not studied it in a considerable amount of time, as determined by the director of placement (see website). Every semester.

SPAN 102 SECOND SEMESTER SPANISH (3)

The second course of the core language sequence introduces new structures and continues the development of cultural awareness, as well as communicative proficiency, in the four basic skills described above. Prerequisite: SPAN 101 or equivalent, or placement exam. Every semester.

SPAN 102 SECOND YEAR SPANISH (4)

The second course of the core language sequence for those students who have already taken Spanish 101 or the equivalent and would like to review the structures and vocabulary presented in Spanish 101 in addition to completing Span 102 (Second Semester Spanish) as outlined above. Every semester.

SPAN 201 THIRD SEMESTER SPANISH (3)

The final course of the core language sequence completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the Spanish speaking community. Prerequisite: SPAN 102 or equivalent, or placement exam. Every semester.

SPAN 202 FOURTH SEMESTER SPANISH (3)

A review of the structures of the language, as well as practice in composition and conversation, in preparation for upper-division work. Prerequisite: SPAN 201 or equivalent, or placement exam. Every semester.

Upper-division Courses (SPAN)

Both SPAN 301 and 303 are prerequisites for Spanish courses numbered 320 and higher. Courses marked with an asterisk (*) are recommended for the Single Subject Teaching Credential.

SPAN 300 CONVERSATION (3)

A course designed for students who wish to enhance their command of spoken Spanish, including building vocabulary and expanding the use of more advanced grammatical structures. This course does not accept

students who already have oral proficiency in the language. Prerequisite: SPAN 202 or equivalent. Every semester.

SPAN 301 GRAMMAR AND COMPOSITION (3)*

An in-depth study of the grammatical structures of Spanish with emphasis on the fundamentals of various modes of written expression. Prerequisite: SPAN 202 or equivalent. Every semester.

SPAN 302 CULTURAL HISTORY OF SPAIN (3)*

An introduction to the civilizations and cultures of Spain from pre-Roman times to the present. The course is designed to introduce the cultural history of Spain through a wide variety of readings and materials. Prerequisite: SPAN 202 or equivalent. Every semester.

SPAN 303 INTRODUCTION TO HISPANIC LITERATURE (3)*

An introduction to the literatures of Latin America and Spain through the reading of different genres: narrative, poetry, theater, and essay. Prerequisite: SPAN 202 or equivalent. Every semester.

SPAN 304 CULTURAL HISTORY OF LATIN AMERICA (3)*

An introduction to Latin American civilizations and cultures from Pre-Columbian times to the present. The course is designed to introduce the cultural history of Latin America through a wide variety of readings and materials. Prerequisite: SPAN 202 or equivalent. Every semester.

SPAN 305 SPANISH FOR BUSINESS AND INTERNATIONAL TRADE (3)

The course is designed to enable the student to become acquainted both with the culture of the business world in Spanish-speaking countries and with the language of business as used in these countries. Prerequisite: SPAN 202 or equivalent.

SPAN 306 SPANISH PHONETICS (3)*

A study of the production and description of the sounds of Spanish and their similarities and differences with the English sound system. Attention is given to various aspects of teaching Spanish pronunciation. Prerequisite: SPAN 301 or equivalent.

SPAN 307 SPANISH APPLIED LINGUISTICS (3)*

An introduction to linguistics and its applications. Students participate in the practical aspects of classroom techniques for the teaching and learning of Spanish. Prerequisite: SPAN 301 or equivalent.

SPAN 320 SURVEY OF SPANISH LITERATURE (3)*

A survey of Spanish literature from its origins in the Middle Ages to the present, including representative works and authors from major periods. Prerequisites: SPAN 301 and 303, or equivalents.

SPAN 360 SURVEY OF LATIN AMERICAN LITERATURE (3)*

A survey of representative works and authors of Latin American literature from pre-Columbian times to the present. Includes readings in prose, poetry, and drama. Prerequisites: SPAN 301 and 303, or equivalents.

SPAN 422 STUDIES IN MEDIEVAL SPANISH LITERATURE (3)

Readings from the prose and poetry of the Middle Ages in Spain, from the 10th century to the 15th century. Prerequisites: SPAN 301, 302, and 303, or equivalents.

SPAN 423 STUDIES IN SPANISH LITERATURE OF THE GOLDEN AGE (3)

A study of the masterpieces and authors of Spain's Golden Age (1500-1700). Readings may include poetry, theater, and the novel. Prerequisites: SPAN 301, 302, and 303, or equivalents.

SPAN 424 DON QUIJOTE DE LA MANCHA (3)

Considered Spain's greatest contribution to world literature, Cervantes' *Don Quijote* is read and analyzed. Includes reading and discussion of appropriate critical commentary. Prerequisites: SPAN 301, 302, and 303, or equivalents.

SPAN 426 SPANISH LITERATURE OF THE EIGHTEENTH AND NINETEENTH CENTURIES (3)

Selected representative works of Spain's foremost dramatists, poets, and prose writers from the Enlightenment to the Generation of 1898. Prerequisites: SPAN 301, 302, and 303, or equivalents.

SPAN 427 TWENTIETH-CENTURY SPANISH LITERATURE (3)

Intensive readings and discussion of selected works by major writers in Spain during the periods spanning the Generation of 1927, the Civil War, dictatorship, and democracy. Prerequisites: SPAN 301, 302, and 303, or equivalents.

SPAN 430 STUDIES IN HISPANIC FILM (3)

A study of major Latin American and/or Spanish films in relation to their cultural, historical, and social contexts. Prerequisites: SPAN 301 and 303, or equivalents.

SPAN 448 LATIN AMERICAN SHORT STORY (3)

Principal Latin American short story writers from the beginning of the genre in the 19th century to the present. Prerequisites: SPAN 301, 303 and 304, or equivalents.

SPAN 449 LATIN AMERICAN NOVEL (3)

A study of the novel in Latin America from the 19th century to the "Boom" and beyond. Prerequisites: SPAN 301, 303 and 304, or equivalents.

SPAN 451 LATIN AMERICAN POETRY (3)

A study of the development of Latin American poetry from pre-Columbian times to the present. Prerequisites: SPAN 301, 303 and 304, or equivalents.

SPAN 453 MEXICAN LITERATURE AND CULTURE (3)*

A study of major works of prose, poetry, and drama in Mexico in relation to other significant aspects of Mexican culture. Prerequisites: SPAN 301, 303 and 304, or equivalents.

SPAN 458 JEWISH LATIN AMERICA (3)

This is a course on Jewish cultural production in the Americas. An interdisciplinary course that examines migration and exile, otherness, memory, and the Holocaust in literature, film, music and the visual arts, in relation to the intersectionality of ethnicity, religion, class, sexuality, gender and nation.

SPAN 493 FIELD EXPERIENCE IN SPANISH (1-3)

Placement in a community agency where developed language skills will be used. A maximum of two units may be applied to the major, but none to the minor. Prerequisite: Community placement requires approval by the department chair.

SPAN 494 TOPICS IN HISPANIC LITERATURE (3)

Study of special topics in Spanish and/or Latin American literature. When offered, selected subjects will be announced on the MySanDiego portal. This course may be repeated for credit when the topic changes. Prerequisites: SPAN 301 and 303, or equivalents; and 302 or 304 to be determined according to course topic.

SPAN 499 INDEPENDENT STUDY (1-3)

A program arranged between student and instructor to provide intensive study in a particular area of interest. This course is not intended to substitute for regular course offerings. A maximum of three units may be applied to the major, but none to the minor. Prerequisites: SPAN 301 and 303, or equivalents, and approval of the department chair.

Latin American Studies

PROGRAM DIRECTOR

Kevin Guerrieri, PhD, Languages and Literatures

AFFILIATED FACULTY

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David Shirk, PhD, Political Science and International Relations

Leonora Simonovis, PhD, Languages and Literatures

Randy Willoughby, PhD, Political Science and International Relations

The Latin American Studies Minor

Latin American Studies is a dynamic, interdisciplinary minor designed to help students develop a nuanced and sophisticated understanding of the historical, cultural, political, economic, and social conditions that have shaped contemporary Latin America. In this minor students are encouraged to articulate important connections between local and world societies in the context of the Latin American experience; this entails the study of the complex historical formation of this region and its cultural and ethnic diversity, from the foundation of Amerindian civilizations, the European conquest, and the impact of the African slave trade, to the challenges of the 21st century.

Student learning objectives are organized into the following five interrelated areas, which constitute the central themes that appear throughout the curriculum:

1. The Idea of Latin America

- Understand different worldviews and epistemologies in the imperial/colonial context of the initial encounter, the subsequent "invention" of America, and the emergence of the idea of "Latin" America in the 19th century.
- Explore the ways in which Latin America has been conceived of as part of the West and simultaneously as peripheral to it.
- Identify the present physical geographies, administrative-political structures, and demographics of the Latin American countries, and analyze the ways in which these are defined from internal and external perspectives.

2. Cultural and Ethnic Diversity

- Explore the artistic and cultural production of Latin America throughout history, from ancient Amerindian civilizations and the legacy of the African slave trade to the present, with an emphasis on the diversity of perspectives.
- Compare and contrast different concepts on and theoretical approaches to the cultural and ethnic diversity of Latin America, such as transculturation, hybridization, mestizaje, neo-baroque, among others.
- Explore the linguistic diversity of Latin America and develop communicative proficiency in one or more Latin American languages.

3. Conquest, Colonialism and Coloniality

- Analyze the complexities of conquest, colonialism, neocolonialism, and postcolonialism and their legacies.
- Understand and analyze the construction of racial categories and racism in Latin America both in the context the conquest of indigenous peoples and the subsequent African slave trade and in more recent manifestations.
- Explore the relationship between coloniality — the colonial matrix of power that goes beyond the historical period of colonialism — and the rhetoric of modernity in the economic, political, civic, and personal/subjective realms.

4. Independence, National Consolidation, and Democracy

- Identify and analyze the different political and economic structures or systems that have appeared in Latin America since independence and the socio-historical conditions in which they each emerged.

- Analyze the manifestation of European Enlightenment ideals in Latin America and contrast them with Amerindian and Afro-American epistemologies and world views. Define and analyze the following dichotomies and concepts in this context: civilization and barbarism, progress and primitivism, development and underdevelopment.
- Analyze the following concepts in specific junctures of Latin American history, from 19th-century nation building, throughout the 20th century, and to the present: revolution and subversion; dictatorship and state violence; war and armed conflict; human rights and memory; justice and reconciliation; (re) democratization.

5. Global Designs and Local Histories

- Understand the ways in which the term "Latin America" is a misnomer, both within local histories and global designs, and how other terms are used to describe this region, such as Afro-Latin America, among others.
- Identify and analyze current challenges faced by Latin American countries in regional, national, hemispherical, and transnational contexts.
- Explore and analyze Latin American experiences as part of the transnational flows of people, culture, technology, media, and finance within global capitalism.

Requirements for the Minor

1. The Latin American Studies minor requires 18 units, combining panoramic and focused courses, nine units each.
2. Study abroad: Students must either complete three units of study — which count toward the total 18 units — in a Latin American country with a USD affiliated program or participate in a USD sponsored service-learning trip to Latin America. In the event a student is unable to participate in a study abroad program, he or she may fulfill this requirement with an internship or community-based project focused on a Latin American topic and designed in collaboration with the program director.
3. Interdisciplinary requirement: Not more than six units of the total 18 units required for the minor may be from any given discipline.

Please see the full course descriptions under the appropriate departmental listings. In addition to the curriculum below, there may be additional courses offered — including special topics and courses offered less frequently — in any given

semester, which may count toward the minor. Please consult with the program director.

Preparation for the Minor

1. Language requirement: Students must complete SPAN 202 Fourth Semester Spanish or its equivalent. Those students who study another language of Latin America, in addition to Spanish — such as Portuguese, Haitian Creole, Quechua, Nahuatl, Guarani, Mixtec, or another determined in consultation with the program director — may count three units of language study toward the total 18 units.
2. Prerequisites: Some of the courses in the curriculum do have prerequisites. Please consult with the individual course descriptions in each discipline.

Panoramic Courses

Nine units must be completed from the list below, one course in each discipline. These are courses that span all major geographical areas of Latin American and provide students with a panoramic perspective of the region:

1. HIST 360 Colonial Latin America (3)
OR
HIST 361 Modern Latin America (3)
2. POLS 357 Politics in Latin America (3)
OR
POLS 374 U.S.-Latin American Relations (3)
3. SPAN 304 Cultural History of Latin America (3)
OR
SPAN 360 Survey of Latin American Literature (3)

Focused Courses

Nine units must be completed from the list below:

- | | |
|----------|---|
| ANTH 327 | South American Indian Cultures (3) |
| ANTH 328 | Caribbean Cultures (3) |
| ANTH 332 | Mesoamerican Archaeology (3) |
| ANTH 334 | South American Archaeology (3) |
| ECON 335 | Economic Development of Latin America (3) |
| ETHN 140 | Introduction to Chicano/Latino Studies (3) |
| ETHN 343 | Chicano/Latino Studies (3) |
| ETHN 361 | Immigration at the U.S.-Mexico Border: Ethnicity, Race and Gender (3) |
| HIST 362 | Topics in Latin American History (3) |
| HIST 363 | History of Brazil (3) |
| HIST 383 | Chicano History (3) |
| HIST 384 | History of Mexico (3) |
| HIST 387 | History of Baja California (3) |
| POLS 366 | Politics in Mexico (3) |
| SOCI 460 | Immigrant America (3) |
| SPAN 305 | Spanish for Business and International Trade (3) |
| SPAN 448 | Latin American Short Story (3) |

SPAN 449	Latin American Novel (3)
SPAN 451	Latin American Poetry (3)
SPAN 453	Mexican Literature and Culture (3)
THRS 321	Afro-Latin Religions (3)
THRS 358	Latino/a Catholicism (3)

Latin American Studies Courses (LATS)

The following courses count toward the above requirements, as panoramic or focused courses, depending on the topics studied. This should be determined in consultation with the program director.

LATS 294 SPECIAL TOPICS IN LATIN AMERICAN STUDIES (1-3)

Analysis of a specific topic within Latin American Studies with a thematic, regional, or historical focus. This course may be repeated for credit with different course content.

LATS 494 SPECIAL TOPICS IN LATIN AMERICAN STUDIES (1-3)

Analysis of a specific topic within Latin American Studies with a thematic, regional, or historical focus. This course may be repeated for credit with different course content.

LATS 499 INDEPENDENT STUDY (1-3)

Arranged with the consent of a faculty advisor and the program director.

Liberal Studies

PROGRAM DIRECTOR

Kay Etheridge, DMA

CONCENTRATION COORDINATORS

Alana Cordy-Collins, PhD, Anthropology

Duncan McCosker, MFA, Art

Sally Yard, PhD, Art History

Lisa Baird, PhD, Biology

Mary Hotz, PhD, English

Ken Serbin, PhD, History

Kim Eherenman, PhD, Languages and Literatures

Michel Boudrias, PhD, Marine Science

Perla Myers, PhD, Mathematics

Kay Etheridge, DMA, Music

Robert Fleming, Ph.D., Theatre Arts

The Liberal Studies Major

The liberal studies major is specifically for students who are interested in earning one of the following teaching credentials: 1) Preliminary Multiple Subjects for elementary teaching; 2) Preliminary Multiple Subjects/BCLAD for bilingual elementary teaching; 3) Level I Education Specialist for teaching special education, grades K-12 (mild-moderate). This major is designed as a nine-semester program: 8 semesters of coursework plus one additional semester for student teaching. With careful planning, it is

possible for students to earn a bachelor's degree and a preliminary teaching credential in four years if they carry 18 units per semester and/or take courses during the summer and/or intersession.

This major fosters a holistic experience in the required multiple subjects and provides students with a strong foundational understanding of these subjects. It is a program of study designed to graduate well-educated teachers who understand significant ideas, structures, and values in a wide range of the liberal arts and sciences; teachers who can critically analyze and synthesize information from diverse disciplines, and who appreciate diverse perspectives.

The required coursework is divided into 3 distinct categories: core courses, concentration courses, and professional preparation courses. The core courses provide instruction in the content that is tested on the California subject matter competency exam (California Subject Examination for Teachers/CSET). Within the core requirements, there are 12 specialized courses designed specifically for educators; many of these courses also introduce the state's content standards for that particular subject. Only grades of C or higher satisfy core and concentration course requirements. Only grades of B- or higher in professional preparation courses satisfy requirements for teaching credentials. No courses can be taken pass/fail. The course ENGL 306W includes the capstone requirement for the program and should be taken within the last 30 units. The CSET must be passed prior to student teaching.

Students are urged to declare the LS major as soon as possible to ensure rapid and efficient progress through the degree. Students must meet regularly with their Liberal Studies advisor throughout their enrollment. In order to complete credential requirements successfully, students should apply to the teacher credential program in the second semester of the sophomore year.

Upon admission to the teacher credential program, students will be assigned a credential advisor within the School of Leadership and Education Sciences (SOLES). Information on the credential application process and the credential requirements can be obtained from the assigned credential advisor, the multiple subjects coordinator, or the credential analyst in the School of Leadership and Education Sciences.

In some circumstances, students who do not complete all credential coursework may graduate with the Liberal Studies major as long as they meet all university requirements for graduation.

Liberal studies majors must save all major assignments and exams completed in core and concentration courses for

possible inclusion in the content portfolio to be created in ENGL 306W.

Core Courses (85-97 units)

Study of Language (15-27 units)

English (15 units)

ENGL 122 Composition and Literature for Educators (3)

Choose one:

ENGL 225 Studies in U.S. Literature (3)

ENGL 228 Studies in World Literature (3)

Required:

ENGL 231 Children's Literature (3)

ENGL 306W Advanced Composition for Educators (3)

Note: This course is the LS capstone and should be taken within student's last 30 units.

ENGL 318 Development of the English Language (3)

Note: This course should be taken before enrolling in professional preparation courses.

Foreign Language (0-12 units)

Students must demonstrate third semester competency through coursework or examination. BCLAD candidates must meet fourth semester competency in Spanish.

Mathematics (9 units)

Required:

MATH 115 College Algebra (3)

MATH 200 Mathematical Concepts for Elementary Teachers I (3)

MATH 300 Mathematical Concepts for Elementary Teachers II (3)

Science (10 units)

Required:

BIO 110 Life Science for Educators (3)

(Prerequisite: CHEM/PHYS 105)

CHEM/PHYS 105 Physical Science for K-8 Teachers (3)

ENVI 110 Introduction to Earth Systems (4)

Social Sciences and History (15 units)

History (12 units)

Required:

HIST 117 U.S. History to 1870 (3)

HIST 118 U.S. History, 1870 to the present (3)

HIST 171 World History II (3)

HIST 389 History of California (3)

Political Science (3 units)

Choose one:

POLS 100 Introduction to Political Science (3)

POLS 125 American Politics (3)*

*recommended because it satisfies diversity requirement

Study of Humanities (18 units)

Theology and Religious Studies (9 units; 3 units must be upper-division)

Required:

THRS 112 Introduction to World Religions (3)

Choose one:

THRS 116 Introduction to Biblical Studies (3) or

THRS 119 Christianity and Its Practice (3)

One upper-division THRS course (3)

Philosophy (9 units)

Choose one:*

MATH 160 Logic for Mathematics and Computer Science (3)

PHIL 101 Introduction to Logic (3)

*Students who choose the Concentration in Mathematics are encouraged to satisfy the core curriculum logic requirement with MATH 160.

Required:

PHIL 341 Ethics and Education (3)

One additional course other than logic or ethics, e.g. PHIL 110, 111, 112, 114, 481, 483

Visual and Performing Arts (9 units)

Required:

MUSC 200 Comprehensive Musicianship for Educators (3)

THEA 155 Theatre in Education (3)

ARTV 350 Art Fundamentals (3)

Physical Education (3 units)

Required:

EDUC 360 Physical Education in Elementary Schools (3)

Human Development (6 units)

Required:

PSYC 101 Introductory Psychology (3)

PSYC 314 Developmental Psychology: Childhood and Adolescence (3)

Concentrations (12-15 units)

The concentration provides broad, primarily upper-division study in a subject area that forms a part of the elementary school curriculum. Select one concentration.

Art (12 units)

Choose one of the following tracks:

Art History Track

Prerequisite:

ARTH 334 Art of the Twentieth Century in Europe and the Americas (3)

Choose three:

ARTH 333 Modern Art: 1780-1920 (3)

ARTH 336 History and Theory of Photography (3)

ARTH 339 Museum Studies (3)

ARTH 382 Public Art Studio Seminar (3)

3D / Sculpture Track

Prerequisite:

ARTV 104 Foundations in Form, Space, and Time (3)

Required:

ARTV 364 Introduction to Sculpture: Form, Content, Context (3)

ARTV 367 3D Metalworking Studio (3)

Select a third upper-division course in consultation with the Art Concentration coordinator (3)

Visual Communication and Graphic Design Track

Prerequisite:

ARTV 103 Design Foundations (3)

Required:

ARTV 108 Introduction to New Media in Art (3)

ARTV 300 Visual Communications (3)

Choose one:

ARTV 308 Web Art (3)

ARTV 401 Advanced Visual Communications (3)

Photography Track

Prerequisite:

ARTV 160 Photography (3)

Required:

ARTV 353 Color Photography (3)

Select two upper-division courses in consultation with the Art Concentration coordinator (6)

Painting and Drawing Track

Prerequisite:

ARTV 101 Fundamentals of Drawing (3)

Required:

ARTV 302 Intermediate Drawing (3)

ARTV 328 Fundamentals of Painting (3)

Select a third upper-division course in consultation with the Art Concentration coordinator (3)

History (12 units)

Choose one:

HIST 102 The Ancient World (3)

HIST 103 The Medieval World (3)

HIST 108 The Atlantic World, 1500-1800 (3)

HIST 109 The Pacific World, 1500-1800 (3)

Choose one:

HIST 346 Topics in Medieval and Early Modern Europe (3)

HIST 347 Topics in Modern Europe (3)

HIST 358 Topics in Modern World History (3)

Choose two:

HIST 359 Modern Middle East (3)

HIST 360 Colonial Latin America (3)

HIST 361 Modern Latin America (3)

HIST 364 Topics in Asian History (3)

HIST 365 History of China (3)

HIST 366 History of Japan (3)

HIST 368 History of Africa (3)

HIST 384 History of Mexico (3)

Life Science (13-15 units)

Prerequisite/Required:

BIOL 190 Introduction to Genetics, Ecology, and Evolution (3)

BIOL 221 Biology of Organisms (3)

BIOL 221L Biology of Organisms Laboratory (1)

BIOL 225 Introduction to Cell Processes (3)

BIOL 225L Introduction to Cell Processes Laboratory (1)

Choose one:

BIOL 344 Plant Systematics (4)

BIOL 346 Vertebrate Natural History (4)

BIOL 350 Invertebrate Zoology (4)

BIOL 361 Ecological Communities of San Diego County (2)

Literature (12 units)

Required:

ENGL 222 Poetry (3)

ENGL 358 U.S. Ethnic Literature (3)

Choose two:

ENGL 348 Nineteenth Century Novel (3)

ENGL 356 U.S. Literature from 1900 to 1940 (3)

ENGL 357 Modern U.S. Nonfiction (3)

ENGL 359 Modern U.S. Fiction (3)

ENGL 360 Modern Poetry (3)

ENGL 362 Modern Drama (3)

- ENGL 364 Postcolonial Studies (3)
 ENGL 366 Modern European Literature (3)
 ENGL 368 Modern British Literature (3)
 ENGL 374 Gender and Literature (3)

Marine Science (12 units)

Required:

- ENVI 121 Life in the Ocean (4)
 ENVI 331W Coastal Environmental Science (4)
 MARS 120 Introduction to Physical Oceanography (4)

Mathematics (13-14 units)

Note: Other choices are possible for students with advanced standing in mathematics. Please consult with the mathematics concentration coordinator before selecting courses.

Required:

- MATH 120 Introduction to Statistics (3)
 MATH 150 Calculus I (4)

Choose two:

- COMP 150 Computer Programming I (3)
 MATH 112 Investigations in Modern Mathematics (3)
 MATH 151 Calculus II (4)
 MATH 160 Logic for Mathematics and Computer Science (3); also satisfies the CC logic requirement
 MATH 320 Linear Algebra (3)*

* MATH 151 is a prerequisite

Multicultural Studies (15 units)

Sociology

Prerequisite:

- SOCI 101D Introduction to Sociology (3)

Choose one:

- SOCI 311 Popular Culture (3)
 SOCI 331D Race and Ethnic Relations (3)
 SOCI 350 Social Institutions (3)
 SOCI 375D The U.S. Mosaic (3)
 SOCI 388 Sport in Social Context (3)

Note: Other choices, including ethnic studies, may be possible in consultation with the multicultural studies concentration coordinator.

Choose one:

- SOCI 311 Popular Culture (assuming not chosen above – course cannot be counted twice) (3)
 SOCI 320 U.S. Society (3)
 SOCI 357 Inequality and Stratification (3)
 SOCI 363 The Modern Urban Community (3)
 SOCI 370 Sociology of Education (3)
 SOCI 375D The U.S. Mosaic (assuming not chosen above – course cannot be counted twice) (3)

Anthropology

Required:

- ANTH 102 or ANTH 103 (3)

Choose two upper-division Anthropology courses from among ANTH 310, 312, 313, 320D through 480 (3).

Music (15 units)

Note: For students with previous musical training and experience, other choices may be possible in consultation with the music concentration coordinator.

- MUSC 120 Fundamentals of Music Theory (3)
 MUSC 210 Aural and Keyboard Skills I (1)
 MUSC 220 Harmony I (3)

Choose one:

- MUSC 100D Introduction to Music (3)
 MUSC 130 Music in Society (3)

Choose one:

- MUSC 420 Digital Audio Composition (3)
 MUSC 440 World Music Spring semester. (3)

Choose two: Cannot be repeated for credit without special permission from the Music Concentration Coordinator.

- MUSC 105 Class Piano I (1)
 MUSC 107 Class Voice (1)
 MUSC 108 Class Guitar (1)
 MUSC 150/350 Chamber Music Ensembles (1)
 MUSC 151/351 USD Symphony Orchestra (1)
 MUSC 153/353 Concert Choir (1)
 MUSC 160-181/360-381 Individual Music lessons (1)
 MUSC 205 Class Piano II (1)

Spanish Language and Latin American Cultures (15 units; required for BCLAD)

Anthropology

Prerequisite:

- ANTH 102 Introduction to Cultural Anthropology (3)

History

Required:

- HIST 383 Chicano History (3)

Spanish

Required:

- SPAN 301 Grammar and Composition (3)
 SPAN 303 Introduction to Hispanic Literature (3)
 SPAN 304 Cultural History of Latin America (3)

Theatre (13 units)

Required:

- THEA 305 Technical Theatre with Lab (4)
 THEA 230 Acting I (3)

Choose one:

- THEA 220 Fundamentals of Theatrical Design (3)
 THEA 302 Acting II (3)

Choose one additional course from the following:*

- THEA 220 Fundamentals of Theatrical Design (3)
 THEA 302 Acting II (3)
 THEA 303 Costume Construction (3)
 THEA 320 Scenic Design (3)
 THEA 330 Costume Design (3)
 THEA 340 Voice and Speech (3)
 THEA 350 Movement for Actors (3)
 THEA 360W Theatre History (3)
 THEA 365W Playwriting (3)
 THEA 369 Contemporary Theatre (3)
 THEA 375C Theatre and Community Seminar (3)
 THEA 435 Acting III (3)
 THEA 445 Producing and Directing (3)
 THEA 455 Stage Management (3)
 THEA 494 Special Topics in Theatre (3)

*Some upper-division courses may have prerequisites

Professional Preparation

(33-39 units)

The School of Leadership and Education Sciences offers a variety of credentials for students who intend to become teachers. Two credential programs are offered for students interested in teaching at the elementary level: multiple subjects and multiple subjects/BCLAD (bilingual). Two credential programs are offered for students interested in becoming special education teachers: A Mild/Moderate Educational Specialist credential and a graduate Deaf and Hard of Hearing credential. A Single Subject credential program is offered for students interested in teaching middle and high school students.

The professional preparation courses and eligibility requirements are detailed in the School of Leadership and Education Sciences section of this bulletin.

Library Science

- Amy Besnoy, MLS, MA
 Hugh Burkhart, MA, MLIS
 Michael J. Epstein, MA, MLS
 Diane Maher, MA, MLS
 Alma C. Ortega, MLIS, MA
 Steve Staninger, MLS, MA
 Edward D. Starkey, MSLS, MA

Library Science Courses (LIBR)**LIBR 101 RESEARCH METHODS (3)**

The goal of this course is to instruct students in the use of an academic library's printed and electronic resources to find and evaluate critical information for all disciplines both within libraries and on the Internet. Students are encouraged to think about how information is structured and disseminated as well as the ethical use of information in society.

LIBR 103 INFORMATION LITERACY AND RESEARCH STRATEGIES (3)

This course will teach the skills needed to effectively gather information to support educational and research needs in diverse formats. Topics include formulating research questions, the evaluation and presentation of information, ethical uses of information, effective search methods, citation practices, exploration of multiple literacies, and relevant readings and writings with discussions prompted by current issues.

Marine Science

Michel A. Boudrias, PhD, CHAIR

Elizabeth D. Baker Treloar, MS

Hugh I. Ellis, PhD

Sarah C. Gray, PhD

Ronald S. Kaufmann, PhD

Mary Sue Lowery, PhD

Bethany O'Shea, PhD

Nathalie Reyns, PhD

Drew M. Talley, PhD

Zhi-Yong Yin, PhD

The Marine Science Major

The marine science major, offered by the Department of Marine Science and Environmental Studies, is intended for students interested in the natural sciences as well as the marine world. It provides a rigorous curriculum that is intended to prepare students to go on to either graduate studies or directly into oceanographic work. A core of oceanography courses unifies the marine science major. In addition, the student elects a curriculum from a pathway in biology or earth systems. The student majoring in marine science is encouraged to select an advisor from his or her area of concentration as soon as possible. A list of advisors is available from the chair of the Department of Marine Science and Environmental Studies.

Preparation for the Major

35 units of lower-division courses are required: BIOL 190 and 221/221L, CHEM 151/151L and 152/152L, ENVI 110, MARS 120, MATH 150, and PHYS 136, 137. MATH 151 is recommended for students who anticipate going to graduate school.

Major Requirements

The major is made up of a core of marine science and environmental studies courses and a concentration of courses in a particular discipline (called the "pathway").

The Marine Science Core

18 units of upper-division courses in marine science are required.

MARS 300 Marine Environment (3)

MARS 450 Geological Oceanography (4)

MARS 451W Biological Oceanography (4)

(= BIOL 451W)

MARS 452 Physical and Chemical Oceanography (4)

Capstone Experience – at least two units of practical experience in MARS 496, 498, 499, or an equivalent course and MARS 495, Senior Seminar (3)

Note: Practical experience units must be completed at least one semester before taking MARS 495.

The Pathways

The pathways associated with this major are biology and earth systems. Each pathway offers a concentration of courses, providing depth in the particular pathway; the units differ slightly according to the specific pathway.

1. Biology Pathway (22-23 units)

Preparation for the pathway (11 units)

BIOL 225/225L Introduction to Cell Processes (4)

BIOL 300 Genetics (3)

CHEM 301/301L Organic Chemistry (4)

Upper-division Electives (11-12 units)

Choose at least one course from each category; at least two courses with laboratory:

Ecology:

BIOL 460W Ecology (4)

MARS 464 Marine Community Ecology (4)

MARS 467 Deep-Sea Biology (3)

MARS 468 Marine Ecology (3)

Organismal Biology:

BIOL 342 Microbiology (4)

BIOL 350 Invertebrate Zoology (4)

MARS 462 Biology of Fishes (3)

MARS 465 Marine Mammals (3)

Physiology / Molecular Biology:

BIOL 312 Molecular Methods in Evolutionary Biology (4)

BIOL 376 Animal Development (4)

BIOL 382 Techniques in Molecular Biology (4)

BIOL 477/477L Invertebrate Physiology (4)

BIOL 478W/478L Vertebrate Physiology (4)

BIOL 480/480L Cell Physiology (4)

Note: Certain courses offered abroad may satisfy upper-division elective requirements.

2. Earth Systems Pathway (18-22 units)

Preparation for the pathway (10 units)

ENVI 314 Introduction to Maps and Spatial Data Analysis (3)

MATH 120 Introduction to Statistics (3)

MARS 474/474L History of the Earth and Climate (4)

Upper-division Electives (8-12 units)

Choose at least one course from each category; at least two courses with laboratory:

Methods in Earth System Science:

- ENVI 315 Geographic Information Systems (3)
 ENVI 420 Introduction to Remote Sensing (4)

System Interactions:

- ENVI 471 Near Shore Processes (3)
 ENVI 485 Environmental Geology (4)
 ENVI 487 Surface Water Hydrology (4)
 MARS 473 Climatology (4)

Elective:

- BIOL 361 Ecological Communities of San Diego County (2)
 CHEM 301/301L Organic Chemistry (4)
 CHEM 355 Environmental Chemistry (3)
 Upper-division elective in Marine Science or Environmental Studies (3-4)

A maximum of three units in addition to capstone requirements of MARS 496, 497, and 498 may be used in any combination to satisfy course requirements of the major.

Certain additional prerequisites are required for upper-division core courses.

Marine Science Minor

Because of the prerequisites and orientation of the courses in marine science, this minor is intended for students majoring in the natural sciences. A minimum of 19 units are required, eleven of which are upper-division units, including:

Lower-division Preparation

- MARS 120 Introduction to Physical Oceanography (4)
 AND
 ENVI 110 Introduction to Earth Systems (4)

Certain additional prerequisites are required for upper-division core courses.

Upper-division Core

- MARS 300 Marine Environment (3)

and take two of the following:

- MARS 450 Geological Oceanography (4)
 MARS 451W Biological Oceanography (4)
 MARS 452 Physical and Chemical Oceanography (4)

Marine Science Courses (MARS)**MARS 101 PHYSICAL ASPECTS OF THE OCEAN (3)**

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; and shoreline processes will be studied. The topography and geology of the ocean basin and the distribution and nature of marine sediments will also be studied. This course will satisfy the core curriculum requirement for a physical science and, when a laboratory is offered as a part of the course, for a core curriculum laboratory course, but will not satisfy the requirements of the marine science major without the consent of the chair of marine science and environmental studies. Two lectures and one laboratory or field experience per week; may be taught without laboratory. Every semester.

MARS 120 INTRODUCTION TO PHYSICAL OCEANOGRAPHY (4)

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; shoreline processes; and the topography of the ocean basin will be studied. This course is intended for students majoring or minoring in marine science or minoring in environmental studies. Three lectures and one laboratory per week. Prerequisite: Concurrent enrollment in CHEM 111 or 151/151L, or consent of instructor. Every semester.

Recommended Program of Study, Biology Pathway**Freshman Year****Semester I**

- BIOL 190 (3)
 or MARS 120 (4)
 or ENVI 110 (4)
 CHEM 151/151L (4)
 MATH 150 (4)
 CC or Electives (3-6)

Semester II

- BIOL 190 (3)
 or MARS 120 (4)
 or ENVI 110 (4)
 BIOL 221/221L (4)
 CHEM 152/152L (4)
 CC or Electives (3-5)

Sophomore Year**Semester I**

- BIOL 225/225L (4)
 CHEM 301/301L (4)
 ENVI 110 (4)
 CC (3-6)

Semester II

- BIOL 300 (3)
 PHYS 136 (4)
 CC or Electives (6-9)

Junior Year**Semester I**

- MARS 427 (3)
 MARS 450 (4)
 PHYS 137 (4)
 Pathway elective (3-4)
 CC or Electives (3)

Semester II

- MARS 496, 498 or 499 (1-2)
 Pathway elective (6-8)
 CC or Electives (8-11)

Senior Year**Semester I**

- MARS 451W (4)
 MARS 496, 498 or 499 (1-2)
 Pathway elective (3-4)
 CC or electives (8-10)

Semester II

- MARS 452 (4)
 MARS 495 (1)
 Pathway elective (3-4)
 Pathway elective (3-4)
 CC or Electives (3-6)

The recommended program of study is an example of how courses may be arranged. It does not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.

MARS 294 SPECIAL TOPICS IN MARINE SCIENCE (2-4)

Topics of special interest and/or unique opportunity at the lower-division level. Prerequisites: Dependent on topic or consent of the instructor.

MARS 300 MARINE ENVIRONMENT (3)

A study of how humans threaten the stability of our oceans. Topics include ocean-climate interactions, marine pollution, utilization of marine resources, and marine conservation. Students participate in at least one weekend community service project. Three lectures per week. Fall semester. Prerequisites: ENVI 104/104L or ENVI 109 or ENVI 110 or MARS 120, and BIO 221/221L or ENVI 112 or ENVI 121 or consent of instructor.

MARS 450 GEOLOGICAL OCEANOGRAPHY (4)

The origin and geologic history of the ocean basin, with a detailed investigation of the theory of plate tectonics, sedimentation processes in the oceans, and paleoceanography. Three lectures and one laboratory per week; some weekend field trips may be required. Fall semester. Prerequisites: BIOL 221/221L, ENVI 110, MARS 120, and MATH 115.

MARS 451W BIOLOGICAL OCEANOGRAPHY (4)

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Near shore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Three lectures and one laboratory per week. Fall semester. Prerequisites: BIOL 190, 221/221L, and 300. Cross-listed as BIOL 451W.

MARS 452 PHYSICAL AND CHEMICAL OCEANOGRAPHY (4)

An interdisciplinary, in-depth study of the physics and chemistry of ocean water, ocean circulation, waves, and tides. Three lectures and one laboratory per week. Spring semester. Prerequisites: CHEM 152/152L, MARS 120, MATH 150, and PHYS 137 or 271.

MARS 464 MARINE COMMUNITY ECOLOGY (4)

This course is intended to introduce students to the fundamentals of marine community ecology, provide students with field experiences so that they may become familiar with various ecological sampling designs and methods, and expose students to the diversity of coastal marine environments in the San Diego area. Students will read and discuss classic marine ecology papers, and conduct marine ecological studies in field and laboratory settings. Students will also be required to participate in a semester-long research project. Spring semester. Prerequisites: BIOL 190, 221/221L, and 300.

MARS 468 MARINE ECOLOGY (3)

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and cover plankton, nekton, and benthic communities. Three hours per week consisting of lectures and seminars. Spring semester.

MARS 471 NEAR SHORE PROCESSES (3)

Physical and chemical processes which influence coastal sediment and water mass distribution, and chemical composition. Topics include currents and ocean circulation patterns on the continental shelf, coastal erosion and deposition, river flux and its influence on the chemical

Recommended Program Of Study, Earth Systems Pathway

Freshman Year**Semester I**

BIOL 190
or MARS 120 (3-4)
or ENVI 110 (4)
CHEM 151/151L (4)
MATH 120 (3)
CC or elective (3-6)

Semester II

BIOL 190
or MARS 120 (3-4)
CHEM 152/152L (4)
ENVI 110 (4)
CC or elective (3-6)

Sophomore Year**Semester I**

ENVI 314 (3)
MATH 150 (4)
PHYS 136 (4)
CC or electives (3-6)

Semester II

BIOL 221/221L (4)
PHYS 137 (4)
CC or electives (6-9)

Junior Year**Semester I**

MARS 427 (3)
MARS 450 (4)
Pathway elective (3-4)
CC or electives (6-9)

Semester II

MARS 496, 497,
or 498 (1-2)
Pathway elective (3-4)
CC or electives (9-12)

Senior Year**Semester I**

MARS 451W (4)
MARS 474 (3)
MARS 496, 497,
or 498 (1-2)
CC or electives (9)

Semester II

MARS 452 (4)
MARS 495 (1)
Pathway elective (3-4)
CC or electives (9-10)

The recommended program of study is an example of how courses may be arranged. It does not represent the only combination of courses possible; students are encouraged to discuss their curriculum schedules with their advisors as early in their careers as possible.

composition of seawater, sediment transport, and chemical reactions in estuaries and bays. The impact of human activities on coastal areas will also be covered. Three lectures per week. Prerequisites: CHEM 152/152L, MARS 120, and PHYS 136 or 270.

MARS 473 CLIMATOLOGY (4)

A course to cover principles of climatology and methods of climatic data analysis. The fundamentals of climatology, methods and technologies used in acquiring and analyzing climatic data, and current issues such as human-induced climatic changes will be discussed. This course will cover the Earth's energy budget and temperature, moisture in the atmosphere and precipitation, winds and the general circulation, and climates in different regions of the world. Three lectures and one laboratory a week. Prerequisites: ENVI 110 OR ENVI 170 and MATH 120, or consent of instructor.

MARS 474 HISTORY OF THE EARTH AND CLIMATE (3)

A survey of the history of the earth system focusing on ocean-atmosphere-ice sheet dynamics and their interaction on past global climate change. Topics include geologic record of past climate cycles, causal mechanisms of past climate change, and the scientific basis of global warming. Three lectures per week. Prerequisites: ENVI 110 and MARS 120, or consent of instructor.

MARS 474L HISTORY OF THE EARTH AND CLIMATE LABORATORY (1)

A laboratory course designed to introduce students to methods and techniques used in historical geology and paleoclimatology including: a) identification of depositional environments; b) identification of invertebrate fossils and modes of fossilization; correlation and sequence stratigraphy; d) radiometric dating, and e) isotopic proxies of climate. The laboratory may include field trips. Prerequisite: ENVI 110, MATH 115 or higher and concurrent registration in MARS 474, or consent of instructor.

MARS 478 BOUNDARY LAYER FLOW (3)

The interactions between fluid dynamic processes in the oceans and the organisms that live in different habitats. The main objective is to provide a descriptive and conceptual understanding of boundary layer fluid dynamics at several scales from whole ocean basins to flow around organisms. Examples will illustrate physical aspects of fluid dynamics; biological fluid dynamics with an emphasis on feeding, locomotion, and dispersal; and geological and geochemical aspects of sediment-sea water interactions. Three lectures per week. Prerequisites: PHYS 136 and 137, or consent of instructor.

MARS 493 METHODS IN MARINE SCIENCE (1-3)

Training and practice in the gathering, analysis, interpretation, and communication of marine scientific data. Designed to extend and integrate the sampling and analytical procedures of marine science. Selected instrumentation and techniques, field experience, and laboratory time will be emphasized. Shipboard experiences, weekend, or extended field trips may be required. Course may be repeated for credit only upon approval of the chair of marine science and environmental studies.

MARS 494 SPECIAL TOPICS IN MARINE SCIENCE (2-4)

Topics of special interest and/or unique opportunity. Prerequisites: Upper-division standing and consent of the instructor or pathway advisor.

MARS 495 SENIOR SEMINAR (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest with emphasis from their pathway. Enrollment for credit is limited to, and required of all, senior students majoring in marine science. Every semester.

MARS 496 RESEARCH (1-3)

Students develop and/or assist in research projects in various fields of marine science. Prerequisite: consent of instructor. Every semester.

MARS 497 UNDERGRADUATE LABORATORY ASSISTANT (1)

Assist laboratory instructor in all aspects of a Marine Science laboratory. Unit counts toward graduation, but not toward the major/minor. Pass/fail only. Every semester.

MARS 498 INTERNSHIP (1-3)

Experience in the practical and experimental application of marine science. Students will be involved in projects conducted by agencies and institutions outside the university, such as state parks, government agencies, research facilities, or marine industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 3 upper-division units can be earned toward fulfillment of the requirements of the major. Pass/fail only. Every semester.

MARS 499 INDEPENDENT STUDY (1-2)

Independent study designed for individual student needs. Prerequisite: consent of the chair of marine science and environmental studies. Every semester.

Mathematics

Lukasz Pruski, PhD, AREA COORDINATOR

John H. Glick, PhD, Chair

Dwight R. Bean, PhD

Jane E. Friedman, PhD

Jennifer Gorsky, PhD

Stanley J. Gurak, PhD

Diane Hoffoss, PhD

Eric Jiang, PhD

Simon G. M. Koo, PhD

Stacy Langton, PhD

Luby Liao, PhD

Lynn McGrath, PhD

Perla Myers, PhD

Cameron Parker, PhD

Jack W. Pope, PhD

Lynne B. Small, PhD

Ani Velo, PhD

Jeff Wright, PhD

Mathematics Placement Exam

It is important for the success of students in mathematics courses that they have the proper background. Students, therefore, are required to take a placement exam that determines their placement. The only exceptions are for students who have 1) scored 3 or higher on an AP calculus exam; 2) transferred a course that satisfies USD's Core curriculum mathematical competency requirement; or 3) earned 4 or higher on the HL5 IB exam or 3 or higher on the SL5 IB exam. Placement exam scores are good for one year after they are taken, and students can take the placement exam at most twice during any 12 month period.

The Mathematics Major

The program in mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages, and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; and to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

Preparation for the Major

COMP 150; MATH 150, 151, 160*, 250; PHYS 270; either COMP 151 or PHYS 271

Major Requirements

In order to obtain a major in mathematics, the student must satisfy the core curriculum requirements as set forth in this bulletin and complete the following courses:

MATH 320 (3)

MATH 350 or 361 or 380 (3)

MATH 360 (3)

MATH 375 or 385 (3)

Upper-division mathematics electives (chosen from courses numbered 300 or above except for Math 300, 305, 405 and 498) (12 units)

At least 15 of the upper-division units in the major must be completed at USD.

Secondary Education Emphasis

Students interested in obtaining the Single Subject Teaching Credential in mathematics are required to major in mathematics with a secondary education emphasis.

Preparation for the Major

COMP 150; MATH 115 (or the Level 2 placement exam), 120, 150, 151, 160*, 250; PHYS 270

Major Requirements

For the mathematics major with secondary education emphasis, the student must satisfy the core curriculum requirements and complete the following courses:

MATH 305 (2)

MATH 320 (3)

MATH 325W (3)

MATH 350 (3)

MATH 360 (3)

MATH 375 (3)

MATH 380 (3)

MATH 405 (3)

Upper-division mathematics electives (chosen from courses numbered 300 or above except for Math 300) / 6 units

At least 15 of the upper-division units for in the major must be completed at USD.

To obtain the professional preliminary teaching credential, consult the School of Leadership and Education Sciences for further requirements.

Applied Emphasis

The mathematics department also offers a major in mathematics with an applied emphasis having somewhat different requirements.

Preparation for the Major

COMP 150, 151; MATH 150, 151, 160*, 250; PHYS 270

Major Requirements

For the mathematics major with applied emphasis, the student must satisfy the core curriculum requirements and complete the following courses:

MATH 320 (3)
MATH 330 (3)
MATH 340 (3)
MATH 350 (3)
MATH 445 (3)
MATH 495W (1)
MATH 496W (2)

Two upper-division electives** chosen from MATH 331, 341, 351, 360, or 365 (six units)

One additional upper-division elective (chosen from courses numbered 300 or above except for Math 300, 305, 405, and 498) (three units)

At least 15 of the upper-division units in the major must be completed at USD.

Substitutions in this list may be granted with the approval of the department chair.

For the applied emphasis a minor in a natural science, computer science, engineering, or economics is also required.

Other minors can be substituted but require a proposal from the student explaining the connection between that discipline and mathematics that must be approved in advance by the department chair.

*Students are encouraged to complete MATH 160 – Logic for Mathematics and Computer Science before taking MATH 320 – Linear Algebra. In addition, students are strongly advised to complete both MATH 160 and MATH 320 before taking upper-division courses numbered above 331. MATH 160 satisfies the core curriculum logic competency requirement. Students majoring in

mathematics should take this course instead of PHIL 101 or 102.

**Students planning to go to graduate school are advised to take MATH 360 – Advanced Calculus I.

The Mathematics Minor

Students may obtain a minor in mathematics by completing 18 units of mathematics course work. These units must include at least six units of upper-division work as well as MATH 150, 151, and either MATH 160 or MATH 250.

Mathematics Courses (MATH)

MATH 090 INTERMEDIATE ALGEBRA (3)

A survey of basic algebraic skills for students with insufficient mathematics preparation. This remedial course counts for "work-load credit" only. That is, its three units are counted as part of the student's load during the semester in which it is taken, and the grade earned in the course is included in the computation of the student's grade point average, but it does not satisfy any core curriculum requirement, or for the major or minor in mathematics, and it does not count toward the 124 units required for graduation.

MATH 112 INVESTIGATIONS IN MODERN MATHEMATICS (3)

This core curriculum mathematics course provides a less algebraic alternative to MATH 115 for those students who need to fulfill the mathematical competency requirement, but who are not planning to go on in math. Topics may include: voting theory, graph theory, sequences, population growth, fractals, and recursion. Note 1: This course does not serve as a prerequisite to MATH 130, MATH 150, or MATH 200. Prerequisite: MATH 090 at USD with a grade of C– or better, or pass Level 1 mathematics placement exam within the previous year.

MATH 115 COLLEGE ALGEBRA (3)

Review of exponents, equations, and inequalities; function notation, composition, and inverses; linear, quadratic,

Recommended Program of Study, Mathematics

Freshman Year

Semester I

Preceptorial (3)
COMP 150 (3)
MATH 150 (4)
CC (6)

Semester II

MATH 151 (4)
MATH 160 (3)
PHYS 270 (4)
CC (3 or 6)

Sophomore Year

Semester I

MATH 250 (4)
COMP 151 (3) or
PHYS 271 (4)
CC (6-9)

Semester II

MATH 320 (3)
CC (12-15)

Junior Year

Semester I

Upper-division MATH (6)
CC, Minor, or
electives (9-12)

Semester II

Upper-division MATH (6)
CC, Minor, or
electives (9-12)

Senior Year

Semester I

Upper-division MATH (6)
CC, Minor, or
electives (9-12)

Semester II

Upper-division MATH (3)
CC, Minor, or
electives (12-15)

polynomial, exponential, and logarithmic functions and their graphs. Prerequisite: MATH 090 at USD with a grade of C– or better, or pass Level 1 mathematics placement exam within the previous year.

MATH 118 ESSENTIALS OF TRIGONOMETRY (1)

Definitions, solutions of right triangles, graphs, identities, and inverse trigonometric functions.

MATH 120 INTRODUCTION TO STATISTICS (3)

Probability as a mathematical system, random variables and their distributions, confidence intervals, hypothesis testing, and other topics in statistical inference. Prerequisite: MATH 115 or equivalent.

MATH 130 SURVEY OF CALCULUS (3)

A terminal mathematics course giving an introduction to the concepts and techniques of elementary differential and integral calculus. Note 1: This course is not equivalent to MATH 150, and will not serve as a prerequisite to MATH 151. Prerequisite: MATH 115 with a grade of C– or better, or pass Level 2 mathematics placement exam within the previous year.

MATH 150 CALCULUS I (4)

Fundamental notions of analytic geometry, differential and integral calculus with elementary applications; historical references. Prerequisite: MATH 115 with a grade of C– or better, or pass Level 2 mathematics placement exam within the previous year. Students without a solid trigonometry background are strongly recommended to take MATH 118 prior to or concurrently with MATH 150.

MATH 151 CALCULUS II (4)

Continuation of Calculus I including integration, infinite series, differential equations, applications, and historical references. Prerequisite: MATH 150 or equivalent.

MATH 160 LOGIC FOR MATHEMATICS AND COMPUTER SCIENCE (3)

Propositional calculus; first-order predicate calculus, mathematical proof, mathematical induction, fundamental set theory, relations and functions, and applications to

problems in mathematics and computer science.

Prerequisite: MATH 115, or pass Level 2 placement exam.

This course satisfies the logic core curriculum requirement.

MATH 200 MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS I (3)

Problem solving, sets, numeration systems, a development of the whole number system, geometric figures, and computers. Note: This course does not count toward either the major or minor in mathematics. It covers the mathematical content required by the California state teacher credentialing frameworks. Prerequisite: MATH 115 or equivalent.

MATH 250 CALCULUS III (4)

Calculus of several variables, partial derivatives, multiple integration, elements of vector calculus, elements of differential equations, applications, and historical references. Prerequisite: MATH 151 or equivalent.

MATH 300 MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS II (3)

Measurement concepts, development of the real number system, algebra, geometric mappings, probability, and statistics. Note: This course does not count toward either the major or minor in Mathematics. It covers the mathematical content required by the California state teacher credentialing frameworks. Prerequisite: MATH 200 or equivalent.

MATH 305 SEMINAR IN TEACHING MATHEMATICS (2)

Senior seminar for single subject credential students in mathematics. Contributions to mathematics by various ethnic, racial, and cultural groups by both men and women. Equity considerations in mathematics education. Variations in how students learn mathematics. Diverse methods of communication and assessment in mathematics. Practical aspects of teaching diverse students. Students will be required to do some tutoring in mathematics. This course does not count toward the minor in mathematics or toward

Recommended Program of Study Mathematics, Applied Emphasis

Freshman Year

Semester I

Preceptorial (3)
MATH 150 (4)
MATH 160 (3)
CC (6)

Semester II

MATH 151 (4)
PHYS 270 (4)
CC (6-9)

Sophomore Year

Semester I

MATH 250 (4)
COMP 150 (3)
CC and electives (9)

Semester II

MATH 320 (3)
COMP 151 (3)
CC and electives (9-12)

Junior Year

Semester I

MATH 330 (3)
MATH 350 (3)
CC, Minor, and electives (9-12)

Semester II

Upper-division MATH (6)
CC, Minor, and electives (9-12)

Senior Year

Semester I

MATH 445 (3)
MATH 495W (1)
Upper-division MATH (3)
CC, Minor, and electives (9)

Semester II

MATH 496 W (2)
Upper-division MATH (3)
CC, Minor, and electives (9-12)

the upper-division mathematics electives of the mathematics major.

MATH 310 APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING I (3)

Matrix algebra, ordinary differential equations, and operational techniques. Prerequisite: MATH 151. Students may not take MATH 310 concurrently with MATH 330 or after having taken MATH 330.

MATH 311 APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING II (3)

Boundary value problems, partial differential equations, Fourier methods, and introduction to complex analysis. Prerequisites: MATH 250 and 310. Students may not take MATH 311 concurrently with MATH 331 or after having taken MATH 331.

MATH 315 APPLIED PROBABILITY AND STATISTICS (3)

Introduction to probability; discrete and continuous random variables; conditional and joint distributions and densities; functions of random variables; expectation and estimation; central limit theorem; introduction to statistics; introduction to random sequences and random processes. Prerequisite: MATH 250.

MATH 320 LINEAR ALGEBRA (3)

Systems of linear equations, matrix algebra and operations, vector spaces of three or more dimensions, linear independence, inner product spaces, linear transformations and their matrices, determinants, eigenvalues and eigenvectors, and brief introduction to canonical forms. Prerequisite: MATH 151 or consent of instructor. It is recommended that students take MATH 160 before taking MATH 320.

MATH 325W HISTORY OF MATHEMATICS (3)

Selected topics from the history of mathematics. The course will include a variety of writing assignments. Emphasis will be on the history of mathematical ideas, rather than on personalities or social background. Prerequisite: MATH 250.

MATH 330 ORDINARY DIFFERENTIAL EQUATIONS (3)

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, and applications. Prerequisite: MATH 250.

MATH 331 PARTIAL DIFFERENTIAL EQUATIONS (3)

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, and applications. Prerequisite: MATH 330.

MATH 340 NUMERICAL ANALYSIS (3)

Approximate computations and round-off errors, Taylor expansions, numerical solution of equations and systems of equations, numerical integration, numerical solution of differential equations, interpolation, and problem solving on the computer. Prerequisites: MATH 151 and COMP 150. Cross-listed as COMP 340.

MATH 341 NUMERICAL ANALYSIS II (3)

Estimation of eigenvalues and eigenvectors of matrices; numerical solutions of differential equations, existence, and stability theory; and computer lab assignments. Prerequisites: MATH 250, 320, 330 (may be taken concurrently), and 340.

MATH 350 PROBABILITY (3)

Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, and

Recommended Program of Study Mathematics, Secondary Education Emphasis

**Freshman Year
Semester I**

Preceptorial (3)
MATH 115 or MATH 150 (4)
MATH 118 (1) (if needed)
CC (9)

Semester II

MATH 120 (3)
MATH 150 or 151 (4)
COMP 150 (3)
CC (6)

**Sophomore Year
Semester I**

MATH 151 or 250 (4)
MATH 160 (3)
MATH 305 (2)
CC and electives (6)

Semester II

[MATH 250 (4)]
MATH 320 (3)
PHYS 270 (4)
CC, SOLES, and
electives (6-9)

**Junior Year
Semester I**

Upper-division MATH (6)
CC, SOLES,
and electives (9-12)

Semester II

Upper-division MATH (6)
CC, SOLES,
and electives (9-12)

**Senior Year
Semester I**

Upper-division MATH (6)
CC, SOLES,
and electives (9-12)

Semester II

Upper-division MATH (6)
CC, Minor,
and electives (9-12)

central limit theorem. Prerequisite: MATH 250 or consent of instructor.

MATH 351 MATHEMATICAL STATISTICS (3)

Statistical models, estimation, hypothesis testing, optimality, linear models, analysis of discrete data, and nonparametric methods. Prerequisite: MATH 350.

MATH 355 COMBINATORICS (3)

Principles of enumeration, finite difference calculus, generating functions, finite difference equations, principle of Inclusion and Exclusion, introduction to the theory of combinatorial graphs, and applications to computer science. Prerequisites: MATH 151 and 160, or consent of instructor.

MATH 360-361 ADVANCED CALCULUS (3-3)

A study of the foundations of real analysis, including the calculus of functions of one and several variables, infinite processes, convergence theory, and selected topics of advanced undergraduate analysis. Prerequisites: MATH 160 and 250.

MATH 365 COMPLEX FUNCTION THEORY (3)

Analytic function theory; power series, analytic continuation, conformal mapping, and applications. Prerequisite: MATH 160 and 250, or consent of instructor.

MATH 370 THEORY OF NUMBERS (3)

Divisibility, Euclidean algorithm, fundamental theorem of arithmetic, congruences, Fermat's theorem, Euler's function, Chinese Remainder Theorem, Diophantine equations, primitive roots, quadratic residues, reciprocity law, and continued fractions. Prerequisites: MATH 160 and 151, or consent of instructor.

MATH 375 ALGEBRAIC SYSTEMS (3)

An introduction to groups, rings, integral domains, division rings, fields, vector spaces, and algebras, and applications of these systems to other branches of mathematics. Prerequisites: MATH 160 and 151, or consent of instructor.

MATH 380 GEOMETRY (3)

An introduction to an area of modern geometry. The specific topic will be chosen from the following: non-Euclidean geometry, differential geometry, projective geometry, or metric geometry, and historical references. Prerequisites: MATH 160 and 250, or consent of instructor.

MATH 385 TOPOLOGY (3)

Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, and connectedness. Prerequisites: MATH 160 and 250, or consent of instructor.

MATH 388 MATHEMATICAL LOGIC (3)

Abstract structure of logical arguments, theory of the propositional and predicate calculus, and selected topics in modern logic. Prerequisites: MATH 160 and 151, or consent of instructor.

MATH 395 MATHEMATICAL PROBLEM SOLVING SEMINAR (1)

This course is intended for students who enjoy the challenge of mathematical problems. This course differs from other mathematics courses which are focused on the theory and applications of a single branch of mathematics. It emphasizes problem-solving techniques, creative thinking, and exposition of skills in different areas of mathematics such as algebra, calculus, geometry, and number theory. Prerequisite: MATH 151.

MATH 405 ADVANCED PERSPECTIVE ON HIGH SCHOOL MATHEMATICS (3)

This course is a required course in the Mathematics Single Subject credential program. It provides a capstone experience for students in which they will look at topics in high school mathematics from an advanced viewpoint. Connections between mathematics topics and between basic and more advanced mathematics will be emphasized. This course does not count toward the minor in mathematics or toward the upper-division mathematics electives of the mathematics major.

MATH 445 MATHEMATICAL MODELING (3)

The construction and analysis of mathematical models, simplifying assumptions and testing strategies; topics chosen by the instructor in dimensional analysis, discrete and continuous dynamical systems, stochastic models, linear systems, optimization models, statistical methods, and graph theory. Prerequisites: MATH 250, 320 and 330, or consent of the instructor.

MATH 494 SPECIAL TOPICS (3)

Topics of special interest chosen by the instructor. May be repeated for credit with the consent of the instructor. Prerequisite: MATH 250 or consent of instructor.

MATH 495W SENIOR PROJECT A (1)

Capstone senior project involving the application of mathematics to the solution of a problem or problems. Meets once per week; prepare a written research proposal for work to be carried out in MATH 496W; ongoing written and oral progress reports and regular consultation with the faculty supervisor. Prerequisites: MATH 445 (can be taken concurrently) and consent of the instructor.

MATH 496W SENIOR PROJECT B (2)

Capstone senior project involving the application of mathematics to the solution of a problem or problems. Meets twice per week; carry out the project defined in MATH 495W; ongoing written and oral progress reports and regular consultation with the faculty supervisor; final written and oral presentation in the presence of other students and faculty. Prerequisite: MATH 495W with a C- or better.

MATH 498 INTERNSHIP (1-3)

Practical experience in the application of mathematics. Students will be involved in projects conducted by businesses, agencies, and institutions. Enrollment is arranged on an individual basis according to the student's interest and background, and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in mathematics. MATH 498 may be repeated for a total of three units.

MATH 499 INDEPENDENT STUDY (3)

Student reading and research in selected special topics; student presentations. May be repeated for credit once with a different topic. Prerequisite: consent of instructor.

Medieval and Renaissance Studies

Michael Agnew, PhD, CO-COORDINATOR

Thomas W. Barton, PhD, CO-COORDINATOR

One of the most foundational periods in the formation of the modern world, the Middle Ages witnessed the development of the Church, fundamental currents in philosophy and theology, the establishment of Europe's first universities, the growth of the continent's major cities, the flourishing of Romanesque and Gothic art and architecture, and complex interactions with the wider world. Emerging out of the Medieval world, the Renaissance and Early Modern periods were shaped by the invention of the printing press and the growth of lay literacy, the development of Humanism and the furthering of modern scientific and philosophical inquiry, religious and ideological upheaval, the creation of the first modern nation-states, Europeans' encounters with previously unknown civilizations, and the creation of the first truly global economy. The complexity of this long stretch of history, remarkable for its accomplishments but also characterized by violence and intolerance, cannot be adequately accounted for by a single discipline. A minor in Medieval and Renaissance Studies provides students with a solid grounding in the historical context for many of the major cultural and intellectual developments that contributed to the foundations of our modern global society.

Requirements:

18 units total, comprised of six units of lower-division and 12 units of upper-division coursework. A minimum of three academic disciplines must be represented in this total.

Lower-Division:

Students must take HIST 103, The Medieval World. The other lower-division course may be chosen from the following:

ARTH 133	Introduction to Art History I
ARTH 134	Introduction to Art History II
ARTH 136	The Year 1500: A Global History of Art and Architecture
ENGL 280	Introduction to Shakespeare
HIST 108	The Atlantic World, 1500-1700
HIST 109	The Pacific World, 1500-1700
PHIL 271	History of Medieval Philosophy
THRS 116	Introduction to Biblical Studies

Upper-Division:

ANTH 339	Post-Medieval Seafaring and Empire
ANTH 362	Piracy in the New World
ENGL 300	British Literature to 1800
ENGL 310	Dante
ENGL 312	Studies in Medieval Literature
ENGL 314	Chaucer
ENGL 324	Renaissance Drama
ENGL 326	Renaissance Studies
ENGL 328	Milton
ENGL 332	Restoration and Eighteenth-Century Studies
ENGL 334	Restoration and Eighteenth-Century Drama
ENGL 420	Advanced Studies in Shakespeare
FREN 320	Survey of French Literature I: Middle Ages to the 18th Century
HIST 321	The Fall of the Roman Empire, 250-1050
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450
HIST 323	Medieval Women
HIST 324	Christians, Muslims and Jews in Medieval Spain
HIST 331	Renaissance Europe
HIST 333	Europe 1600-1800
HIST 346	Topics in Medieval and Early Modern Europe
HIST 353	Spain to 1820
HIST 357	Topics in Russian and East European History
HIST 360	Colonial Latin America
HIST 382	The Spanish Southwest
HIST 386	The Pacific Ocean in History
MUSC 330	Music History I: Antiquity-1600 (Euripides-Monteverdi)
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)
MUSC 430W	History of Medieval and Renaissance Music
PHIL 467	Studies in Renaissance Philosophy
PHIL 471	Studies in Medieval Philosophy
SPAN 422	Studies in Medieval Spanish Literature
SPAN 423	Studies in Spanish Literature of the Golden Age
SPAN 424	Don Quijote
THRS 354	The Medieval Church
THRS 355	The Reformation Era

Relevant 394/494 and other topics courses or Honors courses in Anthropology, Art History, English, French, German, History, Latin, Music, Philosophy, Spanish, or Theology and Religious Studies, to be approved by the program coordinator, may also satisfy the upper-division requirements.

Music

Fred Robinson, PhD, CHAIR

Christopher Adler, PhD

Edwin Basilio, EdD

Kay Etheridge, DMA

Marianne Richert Pfau, PhD

Ronald Shaheen, PhD

Angela Yeung, PhD

The mission of the department of music is to educate and prepare students with musical interest and talent to excel and succeed in the areas in which they are most gifted. We endeavor to instill in our students a critical sense of the role of music and music-making in society, both historically and today. We seek to inspire them with creative possibilities in the performance and composition of music, and to give them the critical self-awareness to continue to develop as musicians, thinkers, and citizens beyond their time at USD.

Students may pursue music as a major, double-major, minor, an elective for their core curriculum requirement, or a concentration for the liberal studies degree. Music majors receive a bachelor of arts degree in music with emphasis in performance, music theory and composition, or music history. Our ensembles are open to all students, regardless of their major and/or minor.

The department of music sponsors a concert series on campus during each academic year. Open to the public, the concert series features performances by music faculty, student ensembles, and guest artists of national and international stature. The department of music also hosts a one-week summer chamber music festival on campus every July.

For more information about the music department go to www.sandiego.edu/music.

The Music Major

The music curriculum affords a broad basis of study in music within the context of the liberal arts education. The major provides a thorough knowledge of music literature from the Middle Ages to the present, through balanced course offerings in music theory, composition, music history, and solo and ensemble performance. All music majors select one of these areas for emphasis.

Major Requirements

In order to obtain a major in music, the student must satisfy the core curriculum requirements as set forth in this bulletin; enroll in a total of 48 music units, 25 of which must be upper-division music units; and complete the following courses:

Theory: MUSC 120, 205, 210, 211, 220, 221, 310, 420, and one of MUSC 320, 321, 424 or 494.

History: MUSC 109 or 130, two from 330, 331, or 332 in any order, plus two from MUSC 430W-433, 440-444, 494. If MUSC 130 or 109-equivalent knowledge can be demonstrated, then MUSC 330, 331, and 332, plus two from MUSC 430W-433, 440-444, or 494.

Four semesters of individual music lessons (main instrument or voice); Four semesters of a performance ensemble, to be chosen from MUSC 150/350, 151/351, 153/353, 154/354; Choral Scholars must take MUSC 152/352.

MUSC 495 SENIOR PROJECT (1)

All students must attend at least three USD concerts per semester.

Emphases

Performance Emphasis

Individual music lessons of major instrument, voice, or conducting every semester, six of which must be upper-division. Entrance into Performance Emphasis is by audition only.

Theory Emphasis

Must take one additional upper-division course in music theory (MUSC 320, 321, 424 or 494).

Composition Emphasis

Must take MUSC 411, 412 and 413 prior to enrollment in MUSC 495 Senior Project.

History / Literature Emphasis

Must take one additional Seminar in Music History (MUSC 430W-433) or MUSC 494 – Special Topics

The Music Minor

Theory: MUSC 120, 205, 210, 211, 220, 221.

History: MUSC 109 or 130, and two from 330, 331, or 332.

Two semesters of a performance ensemble, to be chosen from MUSC 150/350, 151/351, 153/353, 154/354; Choral Scholars must take MUSC 152/352.

Three additional units in music.

All students must attend at least three USD concerts per semester.

Music Courses (MUSC)

MUSC 100D INTRODUCTION TO MUSIC (3)

Introduction to musical styles and trends from a multicultural perspective. Examination of the connections between cultural developments and musical creativity. The significance of music and its role in basic human expression. Critical exploration of musics as diverse as the Western European tradition, American contemporary and popular music, and non-Western traditions. Recorded listening assignments and concert attendance required. This course fulfills a core curriculum requirement under Fine Arts.

MUSC 101D INTRODUCTION TO AMERICAN POPULAR MUSIC (3)

This course provides a broad overview of musical, historical, and cultural aspects of 20th-century American popular music from the late 1800s to the present. We will use the interplay of social trends and new developments in popular music to generate various questions about America's shifting political and cultural attitudes. Topics will include minstrelsy, vaudeville, blues, jazz, rhythm and blues, country, rock n' roll, soul, punk, funk, hip hop, and more. Attention will be given to the ongoing influence of technology on musical innovation, intercultural and inter-racial dimensions of popular music, and recurring cycles of rebellion against and acceptance by the popular music industry. Through a critical examination of the concept of the "popular" we will look at the social function of music in everyday life, and the role of music in America's diverse cultural fabric. This course fulfills a core curriculum requirement under Fine Arts.

MUSC 102D INTRODUCTION TO JAZZ (3)

A survey of jazz from the early 1900s to the present, including all major styles from Dixieland, to bebop, free jazz, funk, and hip-hop fusions, and major artists such as Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, and Miles Davis. The roles of race politics, economics, religion, and education in jazz will be examined. Students will develop critical listening skills and will learn to distinguish artists and genres. No previous musical training required. This course fulfills a core curriculum requirement under Fine Arts.

MUSC 103D INTRODUCTION TO ROCK MUSIC (3)

This course provides a broad overview of musical, historical, and cultural aspects of 20th-century American popular music in the Rock Era (1950s to the present). We will use the interplay of social trends and new developments in popular music to generate various questions about America's shifting political and cultural attitudes. Topics will include rhythm and blues, rock n' roll, soul, hard rock, metal, punk, funk, disco, pop, hip hop,

electronica, and more. Attention will be given to the ongoing influence of technology on musical innovation, intercultural and inter-racial dimensions of popular music, and recurring cycles of rebellion against and acceptance by the popular music industry. Through a critical examination of the concept of the "popular" we will look at the social function of music in everyday life, and the role of music in America's diverse cultural fabric. This course fulfills a core curriculum requirement under Fine Arts.

MUSC 105 CLASS PIANO I (1)

Designed for students with no prior keyboard experience. Study of notation, keys, scales, chords, and elementary piano repertoire. May be repeated for credit up to two units.

MUSC 107 CLASS VOICE (1)

Voice study in a classroom environment for beginners. Students will be introduced to correct breathing techniques, vocal production, and sight reading. Fee required to pay for accompanist. May be repeated for credit up to two units.

MUSC 108 CLASS GUITAR (1)

Guitar study in a classroom environment for beginners. Basics of traditional notation, chordal accompaniment, and development of right and left hand techniques. Emphasis on how the guitar is used in a variety of styles including classical, Flamenco, blues, and jazz. Students must have their own instrument. May be repeated for credit up to two units.

MUSC 109 INTRODUCTION TO SOUND ART (3)

A survey of the natural, cultural, historical, and artistic experience of sound with an emphasis on the use of sound in artistic and critical engagements with the world. Topics include: acoustic ecology, philosophy of music, musical instrument technology; scientific and mathematical application of sound; radical challenges to musical traditions in the 20th century, including electronic, experimental, and improvised musics; installations and sound sculpture; technologies of sound reproduction; copyright and technological change; sampling; and DJ culture. Cross-listed as ARTH 109. This course fulfills a core curriculum requirement and may be taken to fulfill a major or minor requirement.

MUSC 110 INTRODUCTION TO THE MATERIALS OF MUSIC (3)

A core curriculum course in the basic elements of Western music notation, rhythm, major and minor scales, triads, and their practical application in singing and keyboard playing. Suitable for students with no prior music training. This course fulfills a core curriculum requirement. Not applicable toward a music major or minor.

MUSC 120 FUNDAMENTALS OF MUSIC THEORY (3)

Establishes a firm foundation for music theory, including Western music notation, rhythm, scales and transpositions, intervals and inversions, chords, tonal harmony, and their practical application in singing and keyboard playing. May be taken as core curriculum by students with prior musical experience.

MUSC 130 MUSIC IN SOCIETY (3)

A chronological survey of music history, from the Middle Ages to the present, focusing on Western music, and including selected non-Western musics. An examination of music within the context of the liberal arts, with an introduction to major composers, styles, and representative works. Reading, writing, listening, and concert visits required. This course fulfills a core curriculum requirement and may be taken to fulfill a major or minor requirement.

MUSC 150/350 CHAMBER MUSIC ENSEMBLES (1)

Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition and fee required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. Go to www.sandiego.edu/cas/music/ensembles/symphony for complete information.

MUSC 151 / 351 USD SYMPHONY ORCHESTRA (1)

Study and public performance of orchestral music, instrumental or vocal. On- and off-campus performances each semester. Audition and fee required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. Go to www.sandiego.edu/cas/music/ensembles/symphony for complete information. This course fulfills a core curriculum requirement.

MUSC 152 / 352 CHORAL SCHOLARS (1)

A highly selective vocal ensemble devoted to intensive study of choral literature from all historical periods. Students serve as ambassadors for the university; demanding performance schedule. By audition only; minor in music, voice lessons, leadership skills required. May be repeated for credit without limit. Go to www.sandiego.edu/choralscholars for complete information.

MUSC 153 / 353 CONCERT CHOIR (1)

A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. Audition and fee required. May be repeated for credit without limit.

MUSC 154 / 354 OPERA WORKSHOP (1)

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting, culminating in full performance. May be repeated for credit without limit.

MUSC 160-181 / 360-381 INDIVIDUAL MUSIC LESSONS (1)

Students may enroll in Individual Music Lessons if they are music majors, music minors, or actively enrolled in one of our ensembles such as Chamber Music Ensembles, Symphony Orchestra, or Concert Choir. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. A fee of \$580 for performance emphasis students, and \$540 for others, is required. Music majors with at least one year of prior enrollment at USD and in good standing in their music courses, instrumentalists enrolled in USD Symphony or Chamber Music Ensembles, and vocalists in the Choral Scholars will have the fee for one Individual Music Lesson enrollment reimbursed each semester. The department of music provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per

Recommended Program of Study, Music

Freshman Year
Semester I

MUSC 120 (3)
 MUSC 130 (3) or 109 (3)
 Minor or electives (9-10)

Semester II

MUSC 160-181 (1)
 MUSC 210 (1)
 MUSC 220 (3)
 CC or electives (11-12)

Sophomore Year
Semester I

MUSC 211 (1)
 MUSC 221 (3)
 One from MUSC 330,
 331, or 332 (3)
 Minor or electives (8-9)

Semester II

MUSC 205 (1)
 MUSC 310(3)
 One from MUSC 330,
 331, or 332 (3)
 Minor or electives (9-10)

Junior Year
Semester I

Upper-division theory (3)
 Upper-division history (3)
 Minor or electives (9-10)

Semester II

Upper-division history (3)
 MUSC 420 (3)
 Minor or electives (9-10)

Senior Year
Semester I

Upper-division music (3)
 Minor or electives (12-13)

Semester II

MUSC 495 (1)
 Upper-division MUSC (6)
 Minor or electives (8-9)

request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors and advanced performers only. Audition into the performance emphasis is required. May be repeated for credit without limit.

160/360	Piano
161/361	Voice
162/362	Strings: violin
163/363	Strings: viola
164/364	Strings: violoncello
165/365	Strings: double bass
166/366	Woodwinds: flute/piccolo
167/367	Woodwinds: oboe/English horn
168/368	Woodwinds: clarinet/bass clarinet
169/369	Woodwinds: bassoon/contrabassoon
170/370	Woodwinds: saxophone
171/371	Brass: horn
172/372	Brass: trumpet
173/373	Brass: trombone/tuba
174/374	Percussion
175/375	Harp
176/376	Historical winds (recorder, baroque oboe)
177/377	Historical strings
178/378	Guitar
179/379	Pipe organ/harpsichord
180/380	Conducting
181/381	Improvisation

MUSC 200 COMPREHENSIVE MUSICIANSHIP FOR EDUCATORS (3)

Prepares students to teach classroom music to children; a required course for the liberal studies major, designed to assist with the Multiple Subject Teaching Credential Program. The major components are music literacy through basic notational reading and composition, music performance skills in singing, conducting, playing keyboards and autoharps, and pedagogical considerations for teaching music to children. Classroom observations or a teaching practicum will be required. No previous musical experience required. Prerequisite: Approval of instructor or liberal studies advisor required.

MUSC 205 CLASS PIANO II (1)

Designed for students with elementary piano reading skills. Sight reading, harmonization, transposition, improvisation, and piano repertoire. Prerequisite: MUSC 105, 120 or consent of instructor. May be repeated for credit.

MUSC 210 AURAL AND KEYBOARD SKILLS I (1)

Practical application of Harmony I; must be taken concurrently with MUSC 220.

MUSC 211 AURAL AND KEYBOARD SKILLS II (1)

Practical application of Harmony II; must be taken concurrently with MUSC 221.

MUSC 220 HARMONY I (3)

Elementary harmony and composition; study of figured bass, cadences, modulations, basic harmonic progressions, voice-leading principles; and introduction to harmonic, linear, and formal analysis. Prerequisite: MUSC 120 or consent of instructor; must be taken concurrently with MUSC 210.

MUSC 221 HARMONY II (3)

Continuation of Harmony I; study of chromatic harmony, advanced harmonic, linear, and formal analysis, composition in small forms, and introduction to 20th-century techniques. Prerequisite: MUSC 220 or consent of instructor; must be taken concurrently with MUSC 211.

MUSC 310 FORM AND ANALYSIS (3)

Study of musical forms from all historical style periods and survey of historical and contemporary analytic methods; analysis and writing in various styles and forms. Prerequisite: MUSC 221 or consent of instructor.

MUSC 320 INSTRUMENTATION AND CONTEMPORARY COMPOSITION (3)

A careful examination of contemporary writing for Western instruments through understanding instrument construction and analysis of modern repertoire. Includes both standard and experimental playing techniques, notation of score and parts, extensive composition, and some informal performance opportunities. Prerequisite: MUSC 221 or consent of instructor.

MUSC 321 COUNTERPOINT AND SCHENKERIAN ANALYSIS (3)

Species counterpoint, polyphony, contrapuntal writing in historical styles from Renaissance to Romantic eras and selected 20th-century works, and Schenkerian analysis. Composition of contrapuntal music in any style and some informal performance opportunities. Prerequisite: MUSC 221 or consent of instructor.

MUSC 330 MUSIC HISTORY I: ANTIQUITY-1600 (EURIPIDES-MONTEVERDI) (3)

A historical survey of music from Classical Antiquity through the Renaissance, presented in a cultural context. We will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, and analytical writing are central aspects of the course. Prerequisite: MUSC 109 or 130 or consent of instructor.

MUSC 331 MUSIC HISTORY II: 1600-1830 (MONTEVERDI-BEETHOVEN) (3)

A historical survey of music from the Baroque through the Viennese Classical Era, presented in a cultural context. Students will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, and analytical writing are central aspects of the course. Prerequisite: MUSC 109 or 130 or consent of instructor.

MUSC 332 MUSIC HISTORY III: 1830-PRESENT (SCHUBERT TO ADAMS) (3)

A historical survey of music from the Romantic Era through the present, offered in a cultural context. Students will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, and analytical writing are central aspects of the course. Prerequisite: MUSC 109 or 130 or consent of instructor.

MUSC 411 COMPOSITION STUDIO 1 (1)

Individual free composition. Weekly meetings of Studio for presentation and critique of work-in-progress, collaborative performances of drafts, and planning and preparation for annual Student Composers Concert. Study of manuscript and computer notation, professional score and part preparation, selected topics in contemporary music and composition. Offered every Fall. May be repeated for credit. Enrollment required in junior year for composition emphasis majors. Prerequisite: MUSC 210 and 220.

MUSC 412 COMPOSITION STUDIO 2 (1)

Individual free composition, continues MUSC 411. Collaborate in production of Student Composers Concert. Presentation of Senior Project proposal. Offered every Spring. May be repeated for credit. Enrollment required in junior year for composition emphasis majors. Prerequisite: MUSC 211 and 221.

MUSC 413 COMPOSITION STUDIO 3 (1)

Individual free composition, continues MUSC 412. Composition work centers on Senior Project. Offered every Fall. Prerequisite: MUSC 310 and 412 and declared composition emphasis.

MUSC 420 DIGITAL AUDIO COMPOSITION (3)

Analysis of historical and contemporary experimental music and sound provides the foundation for structured and creative composition using digitized sound. Includes an

introduction to sampling, recording techniques, digital audio editing, effects processing, and mixing using Digital Performer and related software. Workshop format includes critique of work-in-progress and opportunities for public performance. Cross-listed as ARTV 420. Prerequisite: MUSC 109/ARTH 109 recommended but not required. Prior musical experience not required.

MUSC 424 ART AND THE SOUNDSCAPE (3)

Aristic and scholarly investigation into the soundscape — the totality of the sonic environment invested with significance by human imagination. Creative work in media of the students choice, including new and cross-disciplinary media such as sound art, installation art, electronic music, phonography, instrument construction and the internet. Critical writing about creative work and its social and historical situation. Cross listed as ARTV 424. Recommended prerequisite: MUSC 109/ARTH 109.

MUSC 430W HISTORY OF MEDIEVAL AND RENAISSANCE MUSIC (3)

A detailed study of sacred and secular music from the Ninth through the 16th century, with consideration of historical, cultural, and political context. The impact on music of medieval philosophy, esthetics, religion, and science; the patronage system; the Age of Humanism; and the Age of Discovery. A writing course that includes informed listening, live concerts, and library research. Prerequisite: MUSC 330 or consent of instructor.

MUSC 431 HISTORY OF BAROQUE AND CLASSICAL MUSIC (3)

Study of vocal and instrumental literature from Bach to Beethoven; intellectual and historical setting, music as expression of the cultural conditions of its time, composition as craft, and the shared musical language of the Viennese Classical Style. Study through listening, reading, writing, videos, and live concerts. Prerequisite: MUSC 331 or consent of instructor.

MUSC 432 HISTORY OF ROMANTIC MUSIC (3)

Vocal and instrumental works from the early 19th-century Age of Expression through Nationalism and Impressionism; opposing trends from miniature to the grandiose, from intimate to mass music, from craft to personal inspiration; and the cult of the genius. Late Beethoven to Debussy. Listening, reading, writing, and live concerts. Prerequisite: MUSC 330 or consent of instructor.

MUSC 433 HISTORY OF TWENTIETH CENTURY MUSIC (3)

The rebellion against Romanticism, pre-World War II styles, Expressionism; atonality; serial music; non-Western influences; post-1945; the age of anxiety; experimentalism; neo-Romanticism; new frontiers in electronic and mixed media; and minimalism. Stravinsky to Glass. Listening,

reading, writing, and live concerts. Prerequisite: MUSC 332 or consent of instructor.

MUSC 440 TOPICS IN WORLD MUSIC (3)

Studies in the relationships between music and culture in a global context, surveying the musical application of topics such as cultural identity, nationalism, politics, border crossing, race, economics, copyright law, cultural appropriation, and technology. Case studies from around the world are examined in depth through readings, listenings, and live performances.

MUSC 441 BACH, BEETHOVEN, BRAHMS (3)

Three major composers of far-reaching influence. We will study their contributions to solo, chamber, orchestral and vocal genres, and consider their secular music for entertainment at court and in the concert hall, their sacred music for worship and private edification, and their music for the theater stage. Focus will be on musical style characteristics, esthetic principles, philosophical perspectives, and historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing are central aspects of the course. Prerequisites: Two from MUSC 330-332 or consent of instructor.

MUSC 442 OPERA (3)

Focus will be on the evolution of opera in music history, in chronological order, as seen through contemporary documents. These documents include memoirs, letters, histories, polemical writings, reviews, biography essays, and poetry. Such historical responses to opera illustrate changing attitudes of successive generations of opera lovers to the art form, as well as demonstrate the impact contemporary views have had on composers of opera and on operatic developments themselves. Historical study, informed listening and criticism, writing based on library research, analytical writing are central aspects of the course. Prerequisites: two from MUSC 330-332 or consent of instructor.

MUSC 444D THE BEBOP ERA (3)

This course is designed to study the musical and social history of the bebop era. The focus will be on examining how the inherent qualities of the music itself (an unprecedented creative freedom expressed through virtuosic improvisations and a newly complex harmonic language) are a direct result of the basic human rights and privileges that these artists were denied due to color and/or gender. In other words, the bebop era represents both a stylistic evolution and a social revolution. The musical pioneers such as Charlie Parker, Dizzy Gillespie, and Thelonious Monk will be thoroughly studied. Additional topics: why bebop music was always considered outside the mainstream of popular music; why commercialism was

considered a corrupting influence on the artist; how bebop influenced jazz in the '50s and '60s. Live performances. This course will fulfill the diversity experience requirement. No previous musical training necessary.

MUSC 494 SPECIAL TOPICS IN MUSIC (3)

An examination of selected topics in depth, such as history of sacred music, history of opera, post-tonal music, piano literature, vocal literature, or string literature. May be repeated for credit when topic changes. Prerequisites may apply.

MUSC 495 SENIOR PROJECT (1)

Public presentation during the senior year of a solo recital, the performance of a substantial original composition, or a written research project, under the direction of a faculty supervisor. For Music majors only. Prerequisite: Approval of music department director required.

MUSC 498 MUSIC INTERNSHIP (1-3)

Practical experience in music management through service to a university or community performance organization. May be repeated for credit. Prerequisite: Approval of music department director required.

MUSC 499 INDEPENDENT STUDY (1)

Individual work in theory, composition, musicology, or liturgical music with the approval of the music faculty. For Music majors only. Prerequisite: Approval of music department director required.

Peace & Justice Studies

Kathryn C. Statler, PhD, DIRECTOR

The Peace & Justice Studies Minor

The minor in Peace & Justice Studies is an integrated, multi-disciplinary program, consisting of 18 units, divided among a lower-division prerequisite (three units), upper-division distribution requirements (12 units), and a capstone seminar (three units). Students are required to meet with the program director to plan a program of study for the minor.

Lower-Division Distribution Requirement

All students are required to take PJS 101, Introduction to Peace & Justice Studies, to complete the Peace & Justice minor. PJS 101 provides historical and contemporary perspectives on the nature of conflict, the conditions of sustainable development, and strategies for global order. Students will explore the links among these issues as a means for understanding the obstacles to, and opportunities for, peace and justice. Depending on the home department of the faculty member teaching this course, PJS 101 is cross listed as a course within that department. For example, if the faculty member teaching PJS 101 is from the history department, PJS 101 will be cross listed as HIST 116, War and Peace in the Modern World. PJS 101 can be applied to core curriculum, major, and minor requirements. For example, a History major and a Peace & Justice studies minor can take HIST 116 and thus fulfill the three unit core curriculum history requirement, three units of the history major lower-division requirement, and the three unit lower-division Peace & Justice studies requirement. PJS 101 is taught every fall semester by faculty from departments such as: history, political science, and theology and religious studies. Courses that may be substituted for PJS 101 include: ENGL 228 – Literature in Violent Times; HIST 116 – War and Peace in the Modern World; POLS 175 – International Relations; THEA 111 – Theatre and Society; THRS 112 – Introduction to World Religions; or ARABIC 202.

Upper-Division Distribution Requirement

Students may satisfy the upper-division distribution requirements by completing a thematic (conflict resolution, development and sustainability, international relations, or domestic justice) or regional (Asia, Europe, Latin America, or Middle East and Africa) focus. Students may select a maximum of two courses from any single discipline in either focus. Upper-division courses in the PJS minor may not be double counted in other majors and minors, although they can be counted for both the PJS minor and

upper-division core curriculum requirements. Honors courses or special topics courses not listed may count toward the minor, but such courses must be approved by the program director.

Peace & Justice Studies Courses (P&JS)

PJS 101	Introduction to Peace & Justice Studies
PJS 200	Global Citizenship
PJS 495W	Peace & Justice Capstone

Thematic Focus

If choosing a thematic focus, select four courses from one of the following themes (no more than two courses from any single discipline).

Conflict Resolution

BUSN 377	Negotiation
COMM 300	Human Communication Theory
COMM 338	Media and Conflict
ENGL 364	Postcolonial Studies
ETLW 311	Business Law I
ETLW 312	Business Law II
HIST 345	Topics in Military History
HIST 373	Armed Conflict in American Society
MGMT 300	Organizational Behavior
MGMT 303	Interpersonal Relations
MUSC 440	Topics in World Music
PHIL 321	Social Ethics
PHIL 330	Ethics
PHIL 331	Biomedical Ethics
PHIL 332	Business Ethics
PHIL 340	Ethics of War and Peace
PHIL 360	Ethical Theory
PHIL 462	Political Philosophy
POLS 354	Revolutionary Change
POLS 377	Regional Security
POLS 378	Transnational Crime and Terrorism
POLS 382	International Human Rights
POLS 480	Model United Nations (1)
PSYC 322	Social Psychology
SOCI 349	Social Control
THRS 334	Christian Social Ethics
THRS 335	Catholic Social Thought
THRS 390	The Holocaust: Death of God or Death of Humanity?

Development and Sustainability

ANTH 320D	North American Indian Cultures
ANTH 321D	California and Great Basin Indian Cultures
ANTH 323D	Southwest Cultures
ANTH 328	Caribbean Cultures
BIOL 460W	Ecology
COMM 475	Intercultural Communication

- ECON 308 Environmental and Natural Resource Economics
- ECON 333 International Economics
- ECON 335 Economic Development of Latin America
- ECON 337 Economic Development of Asia
- ENVI 305 Environmental Assessment Practices
- ENVI 312 Introduction to GIS
- ENVI 315 Geographic Information Systems
- ENVI 331W Coastal Environmental Science
- ENVI 355 Environmental Chemistry
- ENVI 364 Conservation Biology
- ENVI 485 Environmental Geology
- ETLW 302D Business and Society
- ETLW 403 Environmental Management
- HIST 368 History of Africa
- HIST 369 Issues in Modern Africa
- HIST 370 American Environmental History
- HIST 380 History of the American West
- HIST 382 The Spanish Southwest
- MARS 300 Marine Environment
- MARS 468 Marine Ecology
- MARS 474 History of the Earth and Climate
- PHIL 338 Environmental Ethics
- POLS 349 Politics and the Environment
- POLS 352 Comparative Politics of Developing Countries
- SOCI 362 Social Change: Global Perspectives
- Domestic Justice**
- ARTH 356 Race, Ethnicity, Art, and Film
- COMM 445/
- OR 445W Gender Communication
- ECON 304 Urban Economics
- ECON 321 Women and Work
- ECON 322 Labor Economics
- ENGL 358 U.S. Ethnic Literature
- ENGL 374 Gender and Literature
- ENVI 361 Ecological Communities of San Diego County
- HIST 374 Civil War and Reconstruction
- HIST 375 Topics in Modern American History
- HIST 378 Topics in United States Intellectual and Social History
- HIST 381 American Indian History
- HIST 383 Chicano History
- HIST 389 History of California
- LEAD 353 Professional and Ethical Issues and the Practice of Leadership
- LEAD 354 Leadership and Diversity in Organizations
- LEAD 381 Leadership for Social Change
- PHIL 343 Gender and Economic Justice
- POLS 304 American Political Development
- POLS 316D Sex, Power, and Politics
- POLS 322D Constitutional Law: Civil Rights and Liberties
- POLS 323 Judicial Behavior
- POLS 342D Urban Politics
- PSYC 359D Health Psychology of Women and Ethnic Groups
- SOCI 320 U.S. Society
- SOCI 331D Race and Ethnic Relations
- SOCI 347 Criminology
- SOCI 348 Juvenile Delinquency
- SOCI 357 Inequality and Stratification
- SOCI 359 Gender Through the Prism of Difference
- SOCI 472 Law and Society
- THEA 375C Theatre and Community
- THRS 320 Native American Religious Traditions
- THRS 356 Catholicism in the United States
- THRS 368 Latino/a Theologies
- THRS 371 Cults and Sects in the United States
- International Relations**
- COMM 380 International Media
- ECON 333 International Economics
- HIST 358 Topics in Modern World History
- HIST 376 United States Foreign Relations to 1914
- HIST 377 United States Foreign Relations from 1914
- MARS 329/
- POLS 329 Law of the Sea
- PHIL 333 Legal Ethics
- POLS 327 International Law
- POLS 370 Theories of International Relations
- POLS 371 American Foreign Policy
- POLS 376 U.S. National Security
- POLS 380 International Political Economy
- POLS 383 International Organizations
- PSYC 324 Cross-Cultural Psychology
- THRS 312 Hindu Faith and Practice
- THRS 313 Jewish Faith and Practice
- THRS 314 Buddhist Faith and Practice
- THRS 315 Islamic Faith and Practice
- THRS 321 Afro-Latin Religions
- THRS 369 Liberation Theology
- Regional Focus**
- If choosing a regional focus, select four courses from one of the following regions (no more than two courses from any single discipline):
- Asia**
- ECON 337 Economic Development of Asia
- HIST 364 Topics in Asian History
- HIST 365 History of China
- HIST 366 History of Japan
- PHIL 476 Studies in Asian Philosophy
- POLS 358 Politics in South Asia
- POLS 367 Politics in Japan

POLS 368	Politics in China
SOCI 351	China in the 21st Century
THRS 312	Hindu Faith and Practice
THRS 314	Buddhist Faith and Practice

Europe

ARTH 334	Art of the 20th Century in Europe and the Americas
FREN 403	Contemporary French Civilization
GERM 303	Cultural Backgrounds of German Civilization
HIST 347	Topics in Modern Europe
HIST 348	Modern France
HIST 350	History of the British Isles
HIST 351	Modern Britain
HIST 352	The British Empire
HIST 353	Spain to 1820
HIST 354	Modern Spain
HIST 356	Russia Since 1917
HIST 357	Topics in Russian and East European History
ITAL 303	Introduction to Italian Civilization and Culture
PHIL 474	Studies in Contemporary Continental Philosophy
POLS 355	Politics in Western Europe
POLS 362	Politics in the United Kingdom
POLS 363	Politics in France
POLS 364	Politics in Germany
POLS 365	Politics in Russia
POLS 372	Russian Foreign Policy
SPAN 302	Cultural History of Spain
SPAN 427	20th-Century Spanish Literature

Latin America

ANTH 327	South American Indian Cultures
ANTH 328	Caribbean Cultures
ANTH 332	Mesoamerican Archaeology
ANTH 334	South American Archaeology
ECON 335	Economic Development of Latin America
HIST 360	Colonial Latin America
HIST 361	Modern Latin America
HIST 362	Topics in Latin American History
HIST 363	History of Brazil
HIST 383	Chicano History
HIST 384	History of Mexico
POLS 357	Politics in Latin America
POLS 366	Politics in Mexico
POLS 374	U.S.-Latin American Relations
SPAN 304	Cultural History of Latin America
THRS 321	Afro-Latin Religions
THRS 369	Liberation Theology

Middle East and Africa

HIST 359	Modern Middle East
HIST 368	History of Africa

POLS 359	Politics in the Middle East
POLS 360	Politics in Sub-Saharan Africa
THRS 313	Jewish Faith and Practice
THRS 315	Islamic Faith and Practice
THRS 321	Afro-Latin Religions
THRS 382	The Prophetic Traditions of Israel

Capstone Requirement

All students are required to enroll in PJS 495W (3) offered every spring semester. As a capstone course, PJS 495W integrates the knowledge and skills students have acquired through coursework and experience. Students also develop a research project or paper in their area of thematic or regional emphasis.

Peace & Justice Studies Courses (P&JS)**PJS 101 INTRODUCTION TO PEACE & JUSTICE STUDIES (3)**

This course provides historical and contemporary perspectives on the nature of conflict, the conditions of sustainable development, and strategies for global order. Students will explore the links among these issues as a means for understanding the obstacles to, and opportunities for, peace and justice.

PJS 200 GLOBAL CITIZENSHIP (1)

An interdisciplinary lecture course designed to help students develop civic and global awareness and prepare students for the second year study abroad experience (SYE). Topics may include: conflict analysis and resolution; geography, geopolitics and economic development; environmental responsibility and sustainability; multicultural ethics; human rights and security; ethnic identities and conflict; foreign perceptions of the United States; global citizenship; religious diversity and conflict; colonialism and post colonial conflict; cultural life and practice; cultural sensitivity and conduct abroad and overall program expectations.

PJS 495W PEACE & JUSTICE CAPSTONE (3)

This course integrates the knowledge and skills students have acquired through coursework and experience. The course also provides a foundation for future engagement with peace and justice concerns through graduate work, career choice, or volunteer activities. Under the supervision of the course instructor, students will develop a research project or paper designed to illuminate a specific issue of peace and/or justice in their area of thematic or regional emphasis. Completed projects will become part of a student archive designed to provide guidance and inspiration for future students of peace and justice.

Philosophy

Jack S. Crumley II, PhD, CHAIR

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The Philosophy Major

The question, "What is Philosophy?" is itself a central inquiry in the study of philosophy. Some view philosophy as an analytical study of concepts, others view it more etymologically as a search for wisdom, and others view it as speculation upon the principles governing human nature and destiny. Philosophy thus includes the study of logical thinking, the practice of rational investigation and understanding, the utilization of holistic imagination, and the application of practical wisdom. In short, philosophy is essentially a rational, synoptic, and practical discipline.

The philosophy department at USD is pluralistic, covering all significant historical periods and most major philosophical methods. The USD philosophy department has a deep and special concern for the study of ethics, values, and the moral life. Additionally, philosophy students at USD can expect to be exposed to perennial epistemological, metaphysical, and theological issues and theories in philosophy — both as these are discussed in the classical texts of great philosophers and also in their contemporary treatment.

Career Opportunities and Advising

The intellectual enthusiasm that philosophy inspires in its students makes graduate work in philosophy, perhaps followed by teaching, a natural aspiration for many philosophy majors. Accordingly, providing a solid preparation for graduate-level work in philosophy, or in another humanities or related discipline, is one goal of the philosophy department. At the same time, most of the skills which philosophy teaches are highly transferable to work or

study in other fields. The study of philosophy stresses skills in critical reasoning, including the ability to extract arguments from difficult material, to analyze a position from multiple points of view, and to exercise creativity and sound judgment in problem solving. Philosophy majors are trained to be excellent communicators, and to be able to express themselves in a clear, compelling way, both in speech and in writing. Philosophers are trained to research problems thoroughly — to learn how to ask the right questions and to develop standards to answer them. These are basic skills, which will serve you well in any endeavor you choose to pursue. It is not surprising, then, that philosophy majors have gone on to successful careers in business, medicine, government, computers, and the arts. Furthermore, philosophy majors consistently score among the very highest levels on such standardized tests as the GRE, the GMAT, and the LSAT. Perhaps most important, though, is the personal satisfaction students find that study of philosophy can lend to their life. In this respect, it is well to recall the Socratic adage, which inspires all of philosophy, that the unexamined life is not worth living. Students considering a major or minor in philosophy may discuss their program and interests with any member of the philosophy department, or contact the department office for the designated philosophy advisor(s).

Note: majors are encouraged to complete their lower-division history of philosophy requirements as soon as possible after declaring their major.

Major Requirements

The student must satisfy the core curriculum requirements as set forth in this bulletin and complete the following courses:

Lower-Division

12 units, including a logic course (PHIL 101, 102, or 400) and three of the following five courses: PHIL 270, 271, 272, 273, or 274.

Upper-Division

24 units, including PHIL 360 and either 321 or 462; three of the following four courses: PHIL 410, 411, 412, 413; and nine upper-division Philosophy units, at least six of which are not to be taken from the Philosophy 300 (ethics) series.

Note: At least 18 of these 24 upper-division units must be taken at USD.

Note: 100- and 200-numbered courses are equally lower-division, and 300- and 400-numbered courses are equally upper-division. Accordingly, students intent on majoring or minoring in philosophy may take 200-numbered courses during their first year; adequately prepared students may

begin taking 400-numbered courses during their junior year.

The Philosophy Minor

Minor Requirements

18 units in Philosophy, at least nine of which must be upper-division.

Note: At least nine of these 18 units must be taken at USD.

A Special Note for Students Interested in Law

Students considering a career in law should give extra consideration to philosophy as a possible field of study. Legal studies is a fundamental, perennial area of inquiry and study in philosophy; and several members of the USD philosophy department — some of whom hold joint degrees in philosophy (PhD) and law (JD) — include aspects of legal studies among their areas of expertise. Moreover, philosophy majors' scores on the LSAT are consistently among the highest of any of the most popular pre-law majors. Philosophy faculty regularly offer courses in political philosophy, philosophy of law, legal reasoning, legal ethics, and other courses bearing upon socio-political and legal theory and practices. These courses, when taken together with the major's particular requirements in logic and other areas of philosophy, provide a rigorous program of legal studies in philosophy for our students. No particular courses are designated as requirements for a minor in philosophy (see minor requirements). However, philosophy minors interested in legal studies, whether in its own right or in connection with a pre-law aspiration, might consider PHIL 333, 460, and either 461 or 462 when completing the 9 upper-division units required for the minor. Majors or minors interested in legal studies offerings in philosophy are encouraged to contact members of the faculty for additional advising. Most students will satisfy the philosophy (not logic or ethics) requirement by taking a

100-level course (excluding PHIL 101 and 102), but some will satisfy it by taking a 400-level course.

Philosophy Courses (PHIL)

101 INTRODUCTION TO LOGIC (3)

The study of arguments, including basic principles of traditional logic together with an introduction to modern sentential logic. Topics include recognizing arguments, premises, conclusions, induction and deduction, fallacies, categorical syllogisms, and sentential inference forms. Every semester.

PHIL 102 BASIC SYMBOLIC LOGIC (3)

An in-depth study of Sentential Logic. Topics include symbolization, syntax, truth tables, truth trees, and two systems of natural deduction.

PHIL 110 INTRODUCTION TO PHILOSOPHY (3)

A basic orientation course treating the principal problems of philosophy, such as knowledge, human nature, values, nature, God, etc. A historical approach may also be used as a means of further clarification of the topics being discussed. Every semester.

PHIL 111 PHILOSOPHY OF HUMAN NATURE (3)

This introductory course surveys various approaches to human nature. The course may include such topics as the relation of mind and body, the nature of consciousness, life after death and the existence of the soul, the possibility of artificial intelligence, race and gender issues, the relation between the individual and society, and non-Western views of human nature.

PHIL 112 PHILOSOPHY AND LITERATURE (3)

An examination of the philosophical implications and themes contained in various works and genres of fiction. Questions such as free-will/determinism, love, justice, death and the meaning of life, the best (or worst) of all possible worlds, the religious dimension of life, and the role of the writer or intellectual in society will be discussed.

Recommended Program of Study, Philosophy

Freshman Year

Semester I

Preceptorial (3)
CC or electives (9)

Semester II

Lower-division PHIL (3)*
CC or electives (12)

Sophomore Year

Semester I

Lower-division PHIL (3)*
CC or electives (12)

Semester II

Lower-division PHIL (3)*
CC or electives (12)

Junior Year

Semester I

Upper-division PHIL (3)**
Upper-division PHIL (3)***
CC or electives (9-10)

Semester II

Upper-division PHIL (3)**
Upper-division PHIL (3)***
CC or electives (9-11)

Senior Year

Semester I

PHIL 360 (3)
Upper-division PHIL (3)**
CC or electives (10)

Semester II

PHIL 321 or 462 (3)
Upper-division PHIL (3)***
CC or electives (9-11)

*Take one of the following:
PHIL 270, 271, 272, 273,
or 274.

**Take one of the following: PHIL 410, 411, 412, or 413.

***At least six of the nine upper-division PHIL units must be 400-level.

PHIL 114 PHILOSOPHY AND TECHNOLOGY (3)

Technology is the art of rational problem solving. Philosophy is the art of asking questions. The questions we shall raise include: What is science? When are scientific claims true? Is science relevant to art, religion, or everyday experience? Can we trust applied science (technology) to make life easier or less dangerous? In a nuclear era, is technology itself the problem? Is "alternative technology" an alternative? Does our survival depend on technology or its absence? Readings from classical and contemporary sources.

PHIL 175 ASIAN PHILOSOPHY (3)

An examination of the major traditions, systems, and schools in India, China, and Japan. Readings from classical and modern texts. Cultural sources of philosophic beliefs. Comparisons between Eastern and Western thought.

PHIL 270 HISTORY OF ANCIENT PHILOSOPHY (3)

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought, culminating in Plotinus. Fall semester. Prerequisite: Philosophy major or minor, or sophomore standing.

PHIL 271 HISTORY OF MEDIEVAL PHILOSOPHY (3)

Origins of the medieval period; St. Augustine, St. Anselm, Abelard, scholasticism in the 13th century, St. Thomas Aquinas, Duns Scotus, and the end of the medieval era as represented by Occam and the growth of nominalism. Spring semester. Prerequisite: Philosophy major or minor, or sophomore standing.

PHIL 272 HISTORY OF CLASSICAL MODERN PHILOSOPHY (3)

An introduction to the development of European philosophy from the 16th to the 19th century, with an emphasis on Continental Rationalism, British Empiricism, and German Idealism. Spring semester. Prerequisite: Philosophy major or minor, or sophomore standing.

PHIL 273 TWENTIETH CENTURY ANALYTICAL PHILOSOPHY (3)

An introduction to the main currents of late 19th- and 20th-century Anglo-American philosophy, including such movements as logical positivism and linguistic analysis, and recent issues such as the analytic-synthetic distinction, ontological relativity, and theories of meaning. Prerequisite: Philosophy major or minor, or sophomore standing.

PHIL 274 TWENTIETH CENTURY CONTINENTAL PHILOSOPHY (3)

An introduction to the main currents of late 19th- and 20th-century continental thought, including Marxism, phenomenology, existentialism, critical theory, structuralism, and recent developments such as poststructuralism, semiotics, and deconstructionism. Fall

semester. Prerequisite: Philosophy major or minor, or sophomore standing.

PHIL 276 AMERICAN PHILOSOPHY (3)

A survey extending from the Colonial Period through the end of World War II. Emphasis on such topics as the Puritan controversy over predestination, the impact of Darwin, the advent of pragmatism, and the ending of the Golden Age. Authors to be studied include Edwards, Emerson, Wright, Peirce, James, Royce, Dewey, and Santayana.

PHIL 321 SOCIAL ETHICS (3)*

A study of the applications of ethical concepts and principles to different areas of human social conduct. Typical issues considered include abortion, euthanasia, the death penalty, assisted reproductive technologies, racism, sexism, poverty and welfare, animal rights, environmental ethics, and world hunger.

PHIL 330 ETHICS (3)*

A general study of principles or standards for judging individual and social conduct, focusing on major thinkers and philosophical issues in normative ethics, and the application of moral judgment to social or problem areas in human conduct.

PHIL 331 BIOMEDICAL ETHICS (3)*

A systematic examination of ethical principles as they apply to issues in medicine and scientific research, that is: mercy killing; abortion; experimentation on human subjects; allocation of scarce medical resources; organ transplants; and behavior modification. Moral obligations connected with the roles of nurse, doctor, etc., will receive special attention.

PHIL 332 BUSINESS ETHICS (3)*

A systematic application of various ethical theories to issues arising from the practice of modern business. Topics may include theories of economic justice, corporate social responsibility, employee rights, advertising and information disclosure, environmental responsibility, preferential hiring and reverse discrimination, self-regulation, and government regulation.

PHIL 333 LEGAL ETHICS (3)*

An examination in the light of traditional and recent moral theory of the ethical issues faced by the practicing lawyer: the values presupposed by the adversarial system; the moral responsibilities of lawyers within corporations and government; the conflict between personal ethics and obligations to clientele; and whether legal education involves a social conditioning process with its own implicit value system.

*Only 300 level courses – those marked with an asterisk – fulfill the core curriculum ethics requirement.

PHIL 334 STUDIES IN ETHICS (3)*

Exploration of selected issues in moral philosophy, often of an interdisciplinary nature, on such themes as: death and dying; environmental ethics; business ethics; morality and science fiction; morality and teaching; etc. Depending on the subject, the course may be repeated for credit.

PHIL 335 DEATH AND DYING (3)*

The analysis of various ethical, epistemological, and metaphysical problems relating to death and dying. Topics may include: near-death experiences; immortality and resurrection models of eschatology; the evil of death; and value issues raised by the definitions of death, suicide, euthanasia, infanticide, and the killing of non-human animals.

PHIL 336 VIRTUES AND VICES (3)*

An investigation of the morality of character that considers the question, "What kind of person ought I be?" This approach to morality is contrasted with standard Kantian and utilitarian positions. Specific virtues and vices typically considered include love, friendship, hate, jealousy, compassion, deceit, self-deception, anger resentment, and forgiveness.

PHIL 337 MASS MEDIA ETHICS (3)*

What is the responsibility of citizens, consumers, corporations, advertisers, artists and performers, and federal or local government toward mass media? Do mass media influence human contact for better or worse? Does regulation of, for example, pornography or propaganda conflict with First Amendment rights? Are news and commercial media politically biased? Do educational media enhance or undermine traditional teaching methods? Lecture, discussion, group activities, and analysis of media presentations.

PHIL 338 ENVIRONMENTAL ETHICS (3)*

An exploration of ethical issues pertinent to the environment, for example: obligations to future generations; the question of animal rights; endangered species; pesticides and pollution; energy technologies; depletion of resources; and global justice and ocean resources. Consideration of the pertinent obligations of individuals, businesses, and government.

PHIL 340 ETHICS OF WAR AND PEACE (3)*

Normative ethics applied to moral questions of war and peace, such as: Can war ever be justified? If so, what are the moral constraints upon the conduct of war? How can peace be attained? What do pacifists and others offer as non-violent alternatives to armed conflict? Other topics might

include terrorism, humanitarian interventions, nuclear warfare and deterrence, and war crimes.

PHIL 341 ETHICS AND EDUCATION (3)*

This course provides an introduction to such topics in moral theory as ethical relativism, deontological and consequentialist approaches to morality, and ethical egoism. Among the specific moral issues in education usually considered are preferential admissions policies, student-teacher confidentiality, the morality of grading, honesty and deception in educational contexts, and the allocation of scarce educational resources.

PHIL 342 ENGINEERING ETHICS (3)*

Examines the rights, responsibilities, and social role of the professional engineer. Topics may include conflicts of interest, the moral status of organizational loyalty, public safety and risk assessment, reproductive engineering and human dignity, preventing environmental destruction, "whistle-blowing," defective product liability, engineers and corporate power, engineers and government, and codes of conduct and standards of professional competence. Case studies may include military and commercial airplanes, automobiles, public buildings, nuclear plants, weapons research, computers and confidentiality, and the use and abuse of new technologies.

PHIL 343 GENDER AND ECONOMIC JUSTICE (3)*

Discrimination in employment, the persistence of sex segregation in the labor force, the feminization of poverty, and the implementation of policies designed to minimize gender-based career and economic differences, and to improve the economic status of women — such as affirmative action — raise a number of ethical as well as economic questions. This course surveys ethical theory and considers the application of ethical principles to issues concerning the economic status of women and related gender-based issues, including the position of women in business and the professions.

PHIL 344 ENVIRONMENTAL JUSTICE (3)*

An exploration of social justice in an environmental context, including considerations of distributive, participatory, and procedural justice. Topics may include civil rights and the environmental justice movement, rights of indigenous peoples, environmentalism, economic and development conflicts between the global north and south, toxic and hazardous waste and pollution, worker safety, environmental racism, environmental classism, sustainability, and the protection of nature. Consideration of the pertinent obligations of individuals, social groups, businesses, and governments.

PHIL 345 COMPUTER ETHICS (3)*

An exploration of ethical issues pertinent to computing and information technology, including: free speech and content control of the Web; intellectual property rights; privacy; accountability and responsibility; security and cyberspace; the impact of computing/IT on society.

PHIL 360 ETHICAL THEORY (3)*

A study of the major theories of ethics and selected moral concepts. Topics to be examined will include: the nature and grounds of morality; ethical relativism; egoism and altruism; utilitarianism; Kant's deontological ethics; Aristotle and virtue ethics, rights, and justice. In addition, we may consider issues of the role of gender and race in ethical theory. Fall semester.

PHIL 400 INTERMEDIATE SYMBOLIC LOGIC (3)

This course will focus on symbolization, syntax, semantics, and derivations for predicate logic. It will include some metatheory such as soundness and completeness proofs.

PHIL 410 METAPHYSICS (3)

An investigation of the ultimate philosophical commitments about reality. Representative figures in the history of philosophy may be considered and analyzed. Topics selected may include the basic components of reality, their relation to space, time, matter, causality, freedom, determinism, the self, and God. Fall semester.

PHIL 411 PHILOSOPHY OF KNOWLEDGE (3)

An examination of the nature and scope of knowledge and justification, including consideration of such topics as skepticism, analyses of knowledge, foundationalism and coherentism, a priori knowledge, and others. Attention is also given to the nature of the epistemological enterprise, e.g. internalism and externalism, and naturalized epistemology. Spring semester.

PHIL 412 PHILOSOPHY OF GOD (3)

A study of the existence and nature of God. Discussion of the ontological, cosmological, and teleological arguments; topics may include atheistic challenges concerning divine benevolence, omnipotence, omniscience, and creation ex nihilo; logical positivism and religious meaning; miracles; the person and immortality; and religion and morality. Spring semester.

PHIL 413 PHILOSOPHY OF MIND (3)

The mind-body problem and the examination of mental state concepts. Topics may include the nature of mind, including dualist and contemporary materialist theories, representation, mental causation, consciousness, psychological explanation, and artificial intelligence; other

topics such as personal identity or agency may be included. Fall semester.

PHIL 414 PHILOSOPHY OF LANGUAGE (3)

Language is a fundamental medium by which we interact with others and the world. How words come to have the meanings that they do, refer to objects, express truths, and affect the meanings of other words and truth values are perennial questions in philosophy. These issues have become even more pronounced in 20th-century philosophy. Specific topics may include: language and reality; language and psychology; referential theories of meaning; ideal languages; meaning as use; private languages; truth-conditional theories of meaning; descriptive and causal theories of reference and of linguistic competence and performance; verificationism; and/or an introduction to modal semantics.

PHIL 415 PHILOSOPHY OF NATURAL SCIENCE (3)

The study of the language and activity of the scientific community. Topics include scientific explanation, prediction, laws, theories, models, paradigms, observations, experiment, scientific method, and the question of reductionism in science.

PHIL 460 LEGAL REASONING (3)

This course introduces students to the concepts and forms of argument they will encounter in the first year of law school. It will examine the reasoning involved in the concepts of legal precedent, proximate cause, and burden of proof, and it will also investigate the legal reasoning in certain landmark cases from torts, contracts, property, constitutional law, and criminal law. Prerequisite: PHIL 101 or consent of instructor.

PHIL 461 PHILOSOPHY OF LAW (3)

What is law? How is it different from morality? Do we have an obligation to obey the law, and, if so, how strong is that obligation? This course is an exploration of philosophical issues arising from the interpretation and application of the law. The course examines classic answers to the above questions. The focus of the course may be either historical (e.g. Plato, Hobbes, or Hegel) or more contemporary (e.g. H.L.A. Hart and Ronald Dworkin), paying special attention to constitutional law.

PHIL 462 POLITICAL PHILOSOPHY (3)

The nature and end of the state; relation of the individual's rights and duties to those of the state, and vice versa, and the relation between states, the kinds of states, their institution, preservation, and destruction.

PHIL 467 STUDIES IN RENAISSANCE PHILOSOPHY (3)

This course studies main figures in Renaissance thought — Petrarch, Pico, Vives, Bacon, et al. It addresses such topics as: the revival of Greek and Roman culture; the Florentine academy; tensions between humanism and theology; the Copernican revolution in science; and the legacies of Bruno, Leonardo, More, Machiavelli, and Montaigne.

PHIL 470 STUDIES IN ANCIENT PHILOSOPHY (3)

An in-depth study of selected ancient philosophers, that is, Plato, Aristotle, and the Stoics, or topics such as the nature of good, knowledge and skepticism, the problem of Being, and change.

PHIL 471 STUDIES IN MEDIEVAL PHILOSOPHY (3)

An in-depth study of selected medieval philosophers, that is, St. Augustine, St. Anselm, Abelard, St. Thomas, Duns Scotus, and William of Occam, or topics such as the problem of universals, the existence of God, the soul and immortality, and the problem of evil.

PHIL 472 STUDIES IN MODERN EUROPEAN PHILOSOPHY (3)

An intensive examination of one or more major figures in 17th- to 19th-century European thought, for example, Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel, Rousseau, and Marx; or, alternately, a discussion of one or more central problems in this era, such as the relation between science and religion, the justification of causal inference, the respective roles of reason and experience in obtaining reliable knowledge of the world, the concept of selfhood, etc.

PHIL 473 STUDIES IN CONTEMPORARY ANALYTIC PHILOSOPHY (3)

An intensive examination of either major figures (such as Chisholm, Kripke, Quine), movements (logical positivism, ordinary language analysis, logical analysis), or selected problems (epistemic foundationalism, modality and essentialism, identity and individuation) in contemporary analytic philosophy.

PHIL 474 STUDIES IN CONTEMPORARY CONTINENTAL PHILOSOPHY (3)

An intensive examination of major formative or current figures (such as Kierkegaard, Nietzsche, Husserl, Merleau-Ponty, Habermas, Foucault, Derrida), movements (phenomenology, existentialism, critical theory, deconstructionism), or problems (the nature of representation, the relation of emotion and thought, the problem of technology) in contemporary continental philosophy.

PHIL 475 STUDIES IN PROCESS PHILOSOPHY (3)

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing and

developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers.

PHIL 476 STUDIES IN ASIAN PHILOSOPHY (3)

A detailed examination of one or more classic works from the Hindu, Buddhist, Confucian, and Taoist traditions, such as the Bhagavad-Gita or the Analects; pitfalls of interpretation; relations between text and ure. Parallels and contrasts with Western thought and institutions. May be repeated for credit with different course content.

PHIL 480 PHILOSOPHY OF ART (3)

An examination of some major theories of art and beauty, with special attention to such issues as: the definition of beauty, the criteria for excellence in artistic productions, the differences between art and science, and the relation between art and culture. Readings may include Aristotle's Poetics, Kant's Critique of Judgement, Dewey's Art as Experience, or more recent philosophers, that is, Beardsley, Dickie, Goodman, Weitz, etc.

PHIL 481 PHILOSOPHY OF EDUCATION (3)

An examination of some major theories of the meaning and function of education and of its role in reshaping society. Readings may include Plato's Meno and Republic, Aristotle's Politics, Rousseau's Emile, Dewey's The School and Society and The Child and the Curriculum, and various works by Piaget.

PHIL 483 PHILOSOPHY OF SOCIAL SCIENCES (3)

A study of the fundamental concepts, methods, and goals of the social sciences, including a consideration of such topics as: the nature of the human action, the possibility of a science of human nature, the relationship between the natural and social sciences, explanation and understanding, laws and theories, objectivity and value judgments, and freedom and determinism.

PHIL 485 PHILOSOPHY OF HISTORY (3)

What is history? Why do human beings record their history? Is history moving toward a goal? Is history a science or an art? Are historical events objective occurrences? Can we verify casual claims about unrepeatable episodes? Is the historian entitled (or obliged) to make value-judgments? How should we rank the contributions of individual historians? Readings include philosophers and historians, classical and contemporary sources.

PHIL 490 PHILOSOPHY OF LOVE (3)

What is love? Does it even exist, or is it a myth? Is it attainable, or an impossible ideal? Is it rooted in the divine; in the human, or even in the biologic or animal? Is it an emotion, a form of relationship, or even a cosmic principle?

Can it be equal and shared, or must it be hierarchic and coercive? This course considers a variety of philosophical perspectives on questions such as these. Readings typically include such classic and contemporary thinkers as Plato, Aristotle, Augustine, Aquinas, Kierkegaard, Freud, Sartre, DeBeauvoir, and Tillich.

PHIL 494 CONTEMPORARY PHILOSOPHICAL PROBLEMS (3)

An intensive examination of one or more contemporary philosophical problems such as: the is-ought debate, the mind-body problems, relativism and the possibility of objective knowledge, etc. Topic may vary. The course may be repeated for credit, provided the content of the course has changed.

Physics

Gregory D. Severn, PhD, CHAIR

Rae Anderson, PhD

David Devine, PhD

Eric Page, PhD

Daniel P. Sheehan, PhD

The Physics Major

Physics is the most fundamental of the sciences, exploring the universe from its smallest to grandest scales. In other words, physics attempts to understand nature in both its greatest simplicity and its most uncontrollable complexity. Physicists are model-builders of everything from the architecture of the cosmos, the substructure of the nuclei, the complexity of life, and even the hidden patterns of the stock market.

The bachelor's degree in physics is designed to prepare students for a wide variety of career paths including graduate school in physics or engineering; employment in physics, engineering or biotech fields; medical, dental or pharmacy school; and high school teaching.

The following high school preparation is recommended for students planning a major in physics at USD: High school physics, chemistry and biology; intermediate algebra; geometry; and trigonometry. High school calculus is strongly recommended, but not required.

Our five permanent faculty are dedicated to outstanding undergraduate teaching and perform research in a variety of areas including astrophysics, plasma physics, the foundations of thermodynamics, chemical physics, biophysics and physics education. USD physics faculty pride themselves on including undergraduate researchers and assistants at every level of their work. Our graduates include not only research scientists, but also medical students, theologians, computer programmers and engineers.

Preparation for the Major

PHYS 270 (or 136), 271, 272, 272L

MATH 150, 151, 250

CHEM 151, 151L, 152, 152L

Major Requirements

The 28 units of upper-division work in physics must include PHYS 314, 324, 330 and 480W. In addition, students must complete 12 units of elective physics coursework at the 300 or 400 level. The major culminates with three units of seminar and research, PHYS 495 and 496, normally taken in the senior year. Two upper-division courses in mathematics are required for the major, with MATH 310 and 311 suggested but not required.

Students planning to attend graduate school in physics are strongly advised to take as many physics and mathematics courses as their schedule will allow.

The following program of study fulfills the minimum requirement for a bachelor's degree in physics. It is recommended that a student take MATH 150 in the first semester, and MATH 151 and PHYS 270 in the second semester. If the student is not prepared to take MATH 150 in the fall of the freshman year, it would be preferable to take MATH 115 and 118 the summer preceding the freshman year. It would be possible, but difficult, to take MATH 115 and 118 in the fall of the freshman year and still begin PHYS 270 in the spring of the freshman year along with MATH 150.

The Physics Minor

The 18 units required for a minor in Physics must include PHYS 270/271 (or PHYS 136/137), PHYS 272 and at least six upper-division units.

Physics Courses (PHYS)

PHYS 101 PHYSICS AND SOCIETY (3)

A discussion of the concepts which unify our experience with the physical world. Topics are presented at an introductory level for the student with little or no background in physical science. Science related topics of special interest are discussed. Examples include: alternatives for energy production and conservation; radiation, its effect and applications; and ethical decisions in the application of new scientific discoveries. Three lectures weekly with demonstrations and discussions. Every semester.

PHYS 105 PHYSICAL SCIENCES FOR K-8 TEACHERS (3)

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the Physical Science specifications of the Science

Content Standards for California Public Schools (K-12). Enrollment is limited to liberal studies majors. Two two-hour laboratory sessions per week. This course is cross-listed with Chemistry 105. Fall semester.

PHYS 107 ASTRONOMY (3)

A survey of astronomy covering astronomical history, planetology, stellar birth/life/death, large-scale structures, and cosmology. Three lectures weekly; no formal laboratory. No science prerequisites.

PHYS 112 PHYSICS AND SOCIETY WITH LABORATORY (3)

A discussion and empirical examination of the concepts which unify our experience with the physical world. Topics are presented at an elementary level for the student with little or no background in physical science. Science-related topics of special interest are discussed. Examples include: alternatives for energy production and conservation; radiation, its effect and application; and ethical decisions in the application of new scientific discoveries. Two lectures and one laboratory/recitation weekly.

PHYS 117 ASTRONOMY WITH LABORATORY (3)

A survey of astronomy covering astronomical history, descriptive astronomy, planetology, stellar birth/life/death, and cosmology. This course satisfies the core curriculum physical science requirement with laboratory. Two lectures and one laboratory weekly. No science prerequisites. Fall semester.

PHYS 136 GENERAL PHYSICS I (4)

A study of the fundamental principles of mechanics and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: Concurrent registration in MATH 130 or 150. Every semester.

PHYS 137 GENERAL PHYSICS II (4)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and

one laboratory weekly. Prerequisite: PHYS 136. Every semester.

PHYS 270 INTRODUCTION TO MECHANICS, THERMODYNAMICS AND WAVE MOTION (4)

A study of the fundamental principles of mechanics, thermodynamics and wave motion. Three hours of lecture and one three-hour laboratory weekly. Prerequisite: MATH 150 completed or concurrent required; MATH 150 completed and MATH 151 concurrent recommended. Every semester.

PHYS 271 INTRODUCTION TO ELECTRICITY AND MAGNETISM (4)

A study of the fundamental principles of classical electricity and magnetism including optics. Three hours of lecture and one three-hour laboratory weekly. Prerequisites: PHYS 270 or PHYS 136 completed and MATH 151 completed or concurrent required; MATH 250 concurrent recommended. Every semester.

PHYS 272 INTRODUCTION TO MODERN PHYSICS (3)

An introduction to modern physics including special relativity, quantum mechanics, and nuclear physics. Three hours of lecture per week. Spring semester. Prerequisites: MATH 151, PHYS 271 or PHYS 137.

PHYS 272L INTRODUCTION TO MODERN PHYSICS LABORATORY (1)

Laboratory experiments to illustrate the topics presented in the lecture course: Introduction to Modern Physics (PHYS 272). Prerequisite: Concurrent enrollment in PHYS 272.

PHYS 301 ENERGY AND THE ENVIRONMENT (3)

Energy is the lifeblood of civilization, but its use entails substantial environmental costs. This course examines the physics and technology of energy production, distribution and use, as well as its environmental consequences. It is suitable for students having completed lower-division introductory physics. Prerequisites: PHYS 137 or PHYS 271

Recommended Program of Study, Physics

Freshman Year Semester I

Preceptorial (3)
MATH 150 (4)
CC or electives (9)

Semester II

MATH 151 (4)
PHYS 270 (4)
CC or electives (7-9)

Sophomore Year Semester I

CHEM 151 (3)
CHEM 151L (1)
MATH 250 (4)
PHYS 271 (4)
CC or electives (3-6)

Semester II

CHEM 152 (3)
CHEM 152L (1)
PHYS 272 (3)
PHYS 272L (1)
CC or electives (7-9)

Junior Year Semester I

CHEM 152 (3)
CHEM 152L (1)
Upper-division MATH (3)
PHYS 314 or PHYS 330 (3)
PHYS 324 or PHYS elective (3)
CC or electives (3)

Semester II

Upper-division MATH (3)
PHYS 480W (4) or
PHYS elective (3-6)
CC or electives (3-6)

Senior Year Semester I

PHYS 314 or PHYS 330 (3)
PHYS 324 or
PHYS elective (3)
PHYS 495 (1) and
PHYS 496 (2)
CC or electives (6-7)

Semester II

PHYS 480W (4) or
PHYS elective (3-6)
CC or electives (6-12)

PHYS 307 ASTROPHYSICS (3)

A study of the fundamental principles of Astrophysics including topics such as Stellar Evolution, Special and General Relativity, Cosmology, and the Search for Extraterrestrial Life. Prerequisite: PHYS 137 or PHYS 271, Math 151.

PHYS 314 ANALYTICAL MECHANICS (3)

Statics and dynamics are developed using vector analysis, the Hamiltonian and Lagrangian formulations, and normal coordinates. Three hours of lecture per week. Prerequisites: MATH 250, PHYS 271. Alternate years.

PHYS 319 THERMAL AND STATISTICAL PHYSICS (3)

This course employs techniques from statistical mechanics to explore topics in thermodynamics. Topics include ideal gases, phase transitions, chemical equilibrium, kinetic theory, and paramagnetism. Prerequisite: PHYS 272.

PHYS 324 ELECTROMAGNETISM (3)

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three hours of lecture per week. Prerequisites: MATH 250, PHYS 271 or PHYS 137. Alternate years.

PHYS 330 QUANTUM MECHANICS (3)

Introduction to the fundamental properties of Quantum Mechanics, including the Schrodinger equation in 1-3 dimensions, the mathematical formalism of Quantum Theory, and the solution of the Hydrogen atom. Three hours of lecture per week. Prerequisites: MATH 250, PHYS 272. Alternate years.

PHYS 331 ADVANCED TOPICS IN QUANTUM PHYSICS (3)

Applications of Quantum Theory in areas such as atomic, nuclear, solid state, and elementary particle physics. Three hours of lecture per week. Prerequisites: PHYS 330

PHYS 340 BIOLOGICAL PHYSICS (3)

Biological physics introduces the interface between the two classic sciences. The topic will be introduced systematically, building on the fundamentals of thermodynamics and build to system wide topics including medical physics and biomedical imaging. Specific topics may include single-molecule biophysics, optical trapping, self-assembly, nuclear dosimetry, x-ray, ultrasound and MRI imaging. Prerequisites: PHYS 137 or PHYS 271.

PHYS 477 INTRODUCTION TO FLUIDS (3)

An introduction to the basic principles of fluids. This course will serve as an introduction to concepts used in physical oceanography, atmospheric science, and other disciplines in which fluids are studied or utilized. Examples of applications to a broad range of disciplines (physics, engineering, earth sciences, and biology) will be developed.

Prerequisites: MATH 150, 151, PHYS 136, 137 (or PHYS 270, 271), and consent of instructor.

PHYS 477L FLUIDS LABORATORY (1)

Laboratory work to accompany PHYS 477. Prerequisite: Concurrent registration in PHYS 477.

PHYS 480W EXPERIMENTAL PHYSICS (4)

Introduction to principles of research and techniques with an emphasis on electronics and modern physics. Vacuum technology, analog and digital data acquisition instrumentation, high-resolution optical technology, and radiation technology will be used. This course is the writing intensive course in the physics curriculum and serves to introduce the student to the process of writing research papers in physics. Three lectures and one three-hour laboratory per week. Prerequisites: PHYS 272. Alternate years.

PHYS 487 TECHNIQUES IN PHYSICS (1-3)

Training and practice in those areas of physics of practical importance to the technician, teacher, and researcher. To include, but not limited to, technical methodology, preparation and technique in the teaching laboratory, and routines supportive of research. May be repeated up to a maximum of four units of credit. Prerequisite: consent of instructor.

PHYS 494 SPECIAL TOPICS (1-4)

Topics chosen by the instructor in areas such as: thermodynamics, statistical mechanics, solid state, hydrodynamics, quantum mechanics, plasma physics, nuclear physics, elementary particle physics, and advanced physics laboratory. May be repeated for credit if the course material is different. Prerequisites: PHYS 271 and consent of instructor.

PHYS 495 SEMINAR (1)

A weekly seminar devoted to instruction on scientific presentations in physics. Students will give short presentations on topics of interest, and will prepare to give a lengthy presentation on their research work. One hour per week. It may be repeated for up to a maximum of four units. Fall semester.

PHYS 496 RESEARCH (1-4)

An undergraduate research problem in experimental or theoretical physics. A written report is required. Problem to be selected after consultation with department faculty. Prerequisite: consent of instructor.

Political Science and International Relations

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The Political Science Major

The political science major focuses attention on the shared and contending ideas, values, institutions, and processes of public life. The major is expansive in its reach and accommodates a wide range of student interests. Political science courses range from the specific study of politics in one country (for example, the U.S., Mexico, or France) or of a single institution or political process (the judiciary, Congress, the presidency, or elections), to more general offerings such as courses on political development, revolution, research methods, human rights, and legal theory. The political science department relates theory to practice by providing students with opportunities for simulations, writing workshops, internships, community service, study abroad, semesters in Washington, D.C., and trips to Sacramento. Our faculty are committed to the success of individual students by fostering intellectual curiosity, analytical skills, and a heightened awareness of values. The major prepares students for careers in politics, public service, law, teaching, research, and business, as well as international, national, and local government and nongovernmental organizations.

Preparation for the Major

POLS 100, 125, 175, 250

Major Requirements

24 units of upper-division coursework to include POLS 301 and 302.

The Political Science Minor

POLS 125, 100 or 175, 301 or 302, and nine upper-division units.

USD / Washington Center Internship Semester

University of San Diego students have the opportunity to enroll in a semester-long internship program in Washington, D.C. and earn academic credit toward their major. These internships are coordinated through the political science and international relations department and the Washington Center, a nationally recognized internship program that pioneered the development of full-time internships in the nation's capitol. The internship program combines real-world work experience with academic learning in a unique environment that fosters success and achievement. Students earn 12 semester units for participating in a full-time fall or spring semester program, and six to nine units in the summer.

Political Science / International Relations Research Seminar Capstone:

Political Science majors have an option and are encouraged to take an upper-division political science research seminar capstone, offered each fall. This will help students to conduct research and write scholarly papers on a variety of American, theory, international, and/or comparative political topics.

All political science majors who plan to go on to graduate school are strongly encouraged to enroll in the research seminar capstone during their junior or senior year.

All students who would like to write a senior thesis, or who want to conduct independent research in political science, should enroll in the research seminar capstone in lieu of independent study.

All honors students who are political science majors are required to enroll in the research seminar capstone the semester before their honors thesis seminar.

Political Science Courses (POLS)

POLS 100 INTRODUCTION TO POLITICAL SCIENCE (3)

This course presents an overview of the discipline, including the basic theories, concepts, approaches, and enduring questions of political science. It provides students with a foundation of knowledge and the analytical skills necessary to understand modern politics in historical context.

POLS 125 AMERICAN POLITICS (3)

This course offers students a fundamental overview of American politics by analyzing the origin, development, structure, and operation of all levels of the American political system. This course also examines how politics are practiced in the United States in order to analyze the uniqueness of the American political system.

POLS 175 INTERNATIONAL RELATIONS (3)

This course examines major theoretical approaches in the discipline of international relations. Students are introduced to the study of the causes of war and the conditions of peace, international law and organizations, international political economy, great power politics, and foreign-policy decision making. The course also explores issues such as global poverty, economic development, human rights, and the environment as they affect international politics.

POLS 250 RESEARCH METHODS IN POLITICAL SCIENCE (3)

This course introduces students to the various stages of the research process, from conceptualization of the research question to interpretation of findings. Students not only learn to develop efficient research strategies to evaluate empirical relationships from a theoretically informed perspective, but they also design and conduct empirical research of their own.

POLS 301 POLITICAL THOUGHT: ANCIENT AND MEDIEVAL (3)

This course examines the formation and development of political ideas, from Greek political philosophy through the late Middle Ages. Emphasis is placed on the relationship between theory and practice in political life. Offered every Fall.

POLS 302 POLITICAL THOUGHT: MODERN AND CONTEMPORARY (3)

This course examines political ideas in the modern and contemporary Western tradition. Emphasis is placed on the relationship between theory and practice in political life. Offered every Spring.

POLS 304 AMERICAN POLITICAL DEVELOPMENT (3)

This course explores the origin and development of significant political ideas in the United States as expressed in the contributions of selected thinkers.

POLS 306 POLITICAL IDEOLOGY (3)

This course examines the nature and content of modern ideologies and the role they play in the political life of states. Students are introduced to the ideologies of liberalism, conservatism, fascism, socialism, and nationalism, and consider how assumptions about human nature in general, and political ideals of order, liberty, equality, and justice, in particular, affect choice of ideology.

POLS 307 POLITICS AND RELIGION (3)

This course offers an introduction to the study of the role of religion in sociopolitical change. The course deals with the theoretical literature on the subject and focuses on the salient cases in the various religious traditions and regions of the world.

POLS 308 POLITICS AND LITERATURE (3)

This course explores the political content of selected classical, modern, and contemporary literature. Emphasis is placed on concepts such as authority, power, freedom, equality, organization, obligation, and the ways these concepts have been treated by different authors.

POLS 310 THE PRESIDENCY (3)

This course focuses on the American presidency as an institution. The class examines the origins of the president's domestic and international powers, how those powers have grown and changed over time, and how they are both enhanced and limited by other actors in the political system.

POLS 312 CONGRESS (3)

This course examines the history, organization, operation, and politics of Congress. Nomination and election, constituent relations, the formal and informal structures of both houses, relations with the executive branch, and policy formulation are discussed. Students participate in a simulation of the House of Representatives.

Recommended Program of Study, Political Science

Freshman Year**Semester I**

Preceptorial (3)

POLS 100 (3)

CC or electives (9-10)

Semester II

POLS 125 (3)

CC or electives (12-13)

Sophomore Year**Semester I**

POLS 175 (3)

CC or electives (12)

Semester II

POLS 250 (3)

Upper-division POLS (3)

CC or electives (9)

Junior Year**Semester I***

Upper-division POLS (6)

CC, Minor, or

electives (9)

Semester II

Upper-division POLS (6)

CC, Minor, or

electives (9)

Senior Year**Semester I***

POLS 301 (3)

Upper-division POLS (3)

CC, Minor, or

electives (9-10)

Semester II

POLS 302 (3)

Upper-division POLS (3)

CC, Minor, or

electives (9-10)

*Fall semester is normally the best time for a Washington, D.C. internship experience.

POLS 313 POLITICS AND PARTIES (3)

This course examines the origin, nature, structure, and operation of American political parties, interest groups, and social movements, and their roles in the political process.

POLS 314 CAMPAIGNS AND ELECTIONS (3)

This course analyzes how rules and laws affect the roles that parties, candidates, voters, and other political actors play in elections. It also investigates the behavior of political actors during elections by examining campaign strategy, staffing, polling, advertising, turnout, and symbolic communication. Its main emphasis is on American federal elections, but also considers elections in a comparative context and sub-national elections in the United States.

POLS 316D SEX, POWER, AND POLITICS (3)

This course offers an analysis of gender in politics from historical as well as theoretical perspectives. Topics examined include: gender power, leadership, and governance; social, economic, and political factors explaining women's political status and participation in relation to men's; and the women's movement as a political movement.

POLS 321 CONSTITUTIONAL LAW AND AMERICAN GOVERNMENT: FEDERALISM AND SEPARATION OF POWERS (3)

This course begins with an examination of the early development of American constitutional law, including the Articles of Confederation, the Constitutional Convention, and the Federalist Papers. Students also explore the development of Supreme Court doctrine regarding judicial review, conflicts among the three departments of government in domestic and foreign affairs, and the ongoing struggle to define the responsibilities of state and federal governments.

POLS 322D CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES (3)

This course examines constitutional law and politics, with a focus on civil rights and individual liberties. Topics include free speech, racial and sexual discrimination, church and state, privacy, voting rights, and the rights of the accused. (Note: POLS 321 is not a prerequisite for this class).

POLS 323 JUDICIAL BEHAVIOR (3)

This course explores judicial politics and decision-making, with particular emphasis on judges, lawyers, and juries. Topics include judicial selection and appointment, the limits of judicial power, the roles that lawyers play in our legal and political systems, and the development of trial by jury.

POLS 326 COMPARATIVE LAW (3)

This course presents a cross-national, historical, and comparative analysis of constitutional, administrative, and

criminal law. Subject countries vary, but include representative judicial systems within the Civil Law, Common Law, and other legal traditions.

POLS 327 INTERNATIONAL LAW (3)

This course examines the theory and practice of international law, including efforts to create effective legal means to define, proscribe, and punish war crimes, crimes against humanity, and terrorism. We discuss the negotiation, ratification, and enforcement of treaties and study multinational legal institutions such as the International Court of Justice, the International Criminal Court, and the International Criminal Tribunals for the Former Yugoslavia and Rwanda.

POLS 329 LAW OF THE SEA (3)

This course introduces students to the study of regimes of the sea including fisheries, pollution control, and coastal management zones. The politics of ocean regulation are examined with particular attention to law of the sea negotiations. Cross-listed as MARS 329.

POLS 330 POLITICAL BEHAVIOR (3)

In this course, we discuss political socialization, orientation, and participation. Both quantitative and traditional research methods are utilized to explain the political behavior of the American electorate.

POLS 340 STATE AND LOCAL GOVERNMENT (3)

This course examines the political functions of state and local governments, with special attention to California.

POLS 342D URBAN POLITICS (3)

This course is designed to introduce students to the major debates that have structured the field of urban politics: interaction among governmental institutions; political actors; private interests; and the marketplace. Other issues such as urban regimes, urban political history, suburbanization, urban growth and renewal, race, class, and gender are examined throughout the course.

POLS 345 PUBLIC ADMINISTRATION (3)

This course explores the theory and practice of governmental administration at the national, state, and local levels, and the development and implementation of legislation.

POLS 347 PUBLIC POLICY (3)

This course examines the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

POLS 349 POLITICS AND THE ENVIRONMENT (3)

This course examines the decision-making processes through which modern societies attempt to cope with environmental and natural resource problems. Students investigate both American and international environmental

issues, and consider the historical and theoretical bases of current environmental policies and initiatives.

POLS 350 COMPARATIVE POLITICS (3)

This course examines the major theoretical approaches to comparative politics as well as the political histories of individual countries. It is designed to introduce students to a variety of themes central to this field, including state-society relations, state capacity, the role of institutions, nationalism, cultural/ethnic pluralism, political culture, and democracy.

POLS 352 COMPARATIVE POLITICS OF DEVELOPING COUNTRIES (3)

This course examines concepts and theories of development and assesses their utility in understanding political, economic, and social change in Latin America, sub-Saharan Africa, and Southeast Asia. Particular emphasis is placed on issues such as: state building; the bureaucracy; civil-military relations; national identity; economic development; and democratization.

POLS 354 REVOLUTIONARY CHANGE (3)

This course is a comparative study of the revolutionary process focusing on the meaning of revolutionary change, the causes and development of revolutions, and the conditions influencing their outcomes. Special attention is devoted to the French, Russian, Chinese, Cuban, and other revolutions.

POLS 355 POLITICS IN WESTERN EUROPE (3)

This course offers a survey of the political cultures, institutions, and processes of the United Kingdom, France, the Federal Republic of Germany, and other West European countries. The development of a more integrated European community is also discussed.

POLS 357 POLITICS IN LATIN AMERICA (3)

This course examines the dynamics of politics in Latin America from the 20th century to the present. There is a particular emphasis on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

POLS 358 POLITICS IN SOUTH ASIA (3)

This course is designed to introduce students to the study of contemporary South Asian politics by examining historical as well as contemporary issues relating to socio-economic change, political development, regional relations, and international links. The course focus is primarily on India, Pakistan, and Bangladesh, but the politics of Nepal and Sri Lanka are also considered.

POLS 359 POLITICS IN THE MIDDLE EAST (3)

This course offers an introduction to the study of the politics of the Middle East and North Africa. The complex issues of regional conflicts with international significance

and the forces shaping the internal development of the modern Middle East are explored.

POLS 360 POLITICS IN SUB-SAHARAN AFRICA (3)

This course provides an introduction to Sub-Saharan African political systems and the relationships that exist between governments and their citizens in this region. We examine some of the main factors that shape contemporary African politics, including the legacy of colonialism, the rise of authoritarian states, ethnic, national, and racial conflict, and political and economic reform.

POLS 361 POLITICS IN SOUTH AFRICA (3)

This course is designed to examine the major issues and challenges facing South Africa today. The goal of the course is to introduce students to contemporary South African politics and to situate the current political challenges into the broader historical context. We will analyze the processes of democratic consolidation, state building and nation building since the end of apartheid in 1994.

POLS 362 POLITICS IN THE UNITED KINGDOM (3)

This course examines the development of democracy in England, the institutions of government and parliament, political parties, and selected domestic and foreign policies.

POLS 363 POLITICS IN FRANCE (3)

This course examines contemporary French politics. We begin by constructing a historical and ideological foundation for the course, we then move to recent institutional and electoral practices, and we finally analyze a variety of foreign and security policies, including relations with the United States, members of the European Union, and countries throughout the world.

POLS 364 POLITICS IN GERMANY (3)

This course introduces students to German politics by examining contemporary as well as historical issues that challenge the unified Germany. The course's main focus is on the post-Cold War and post-unification era, with particular emphasis on the current political, social, and economic agendas, and on explaining and predicting German national and international politics.

POLS 365 POLITICS IN RUSSIA (3)

This course examines the development of the political institutions and culture of Russia since the collapse of Communism, with a focus on the role of the Presidency, the Parliament, political parties, and the public in shaping the life of the Russian Federation.

POLS 366 POLITICS IN MEXICO (3)

This course provides an overview of the contemporary Mexican political system. The primary focus is on explaining the breakdown of the dominant party system in the late 20th century and the subsequent recalibration of executive-legislative relations, decentralization of power,

and emergence of democratic political culture, and electoral competition.

POLS 367 POLITICS IN JAPAN (3)

This course examines the development of contemporary Japanese politics by analyzing Japan's pre-WWII political and social systems, its domestic capabilities, and Japanese policy-making processes. The course also evaluates current, and speculates regarding future Japanese politics by assessing historical and current political, economic, and social conditions in Japan.

POLS 368 POLITICS IN CHINA (3)

This course examines politics and political issues in the People's Republic of China from the mid-1800s to the present. Throughout the course students assess factors such as China's traditional political, social, and economic systems, ideology, and current policy-making structures that shape China's policies in order to understand contemporary Chinese political issues.

POLS 370 THEORIES OF INTERNATIONAL RELATIONS (3)

This course analyzes the major theoretical perspectives in the field of international relations by reflecting upon the writings of the most important scholars in the discipline. Students study the mainstream realist and liberal approaches and explore theoretical alternatives to these paradigms. The relationship between theory and practice is also examined.

POLS 371 AMERICAN FOREIGN POLICY (3)

This course provides an in-depth exploration of the challenges and opportunities facing American foreign policy in the 21st century. Students examine the historical legacy and internal and external constraints on foreign policy decision making. Students also study theoretical approaches in the discipline of international relations and discuss their relevance to an empirical analysis of American foreign policy.

POLS 372 RUSSIAN FOREIGN POLICY (3)

This course is designed to introduce students to the nature and substance of Russian foreign policy after the collapse of the Soviet Union. Students explore the implications of loss of superpower status on Russian national identity, of the interrelationship between domestic reform and foreign policy, and of the challenges of developing relationships on a new footing with newly independent states of Eurasia and with the rest of the world.

POLS 374 U.S. - LATIN AMERICAN RELATIONS (3)

This course explores the history of economic and political relations between the U.S. and Latin America to understand the basis of contemporary U.S. policy. Topics examined include military intervention, drug trafficking, immigration and trade policies, and relations with Cuba.

POLS 375 COMPARATIVE FOREIGN POLICY (3)

This course offers a comparative approach to the study of foreign policy. Public policy formation and political structures in various countries are analyzed, with particular attention to the linkage between domestic and foreign policy decision making.

POLS 376 U.S. NATIONAL SECURITY (3)

This course examines contemporary U.S. security policy, including military technology, nuclear strategy and arms control, recent U.S. military interventions, biological and chemical weapons, domestic security politics, the defense industry and budget, and terrorism.

POLS 377 REGIONAL SECURITY (3)

This course examines security dynamics in three important regions of the world (Europe, East Asia, and Latin America). We address issues ranging from military technologies to diplomatic relations, political economy, and transnational challenges like drug trafficking and terrorism.

POLS 378 TRANSNATIONAL CRIME AND TERRORISM (3)

This course focuses on how the law enforcement community has responded to the unprecedented increase in crimes and terrorist acts that cross international borders. The course examines those factors that have led to this increase in transnational crime and terrorism, the types of crimes that pose the greatest threat to lawful societies, the responses that have been developed to combat transnational crime, and the extent to which transnational crime threatens the national security interests of the United States and the world community.

POLS 380 INTERNATIONAL POLITICAL ECONOMY (3)

This course offers an introduction to the study of the history, issues, and dynamics of political/economic interactions in the international economy. The course covers both advanced industrial societies and less developed countries. Special topics such as international energy, the international debt crisis, and international migration are considered. ECON 101 and 102 are recommended prerequisites.

POLS 382 INTERNATIONAL HUMAN RIGHTS (3)

This course explores contending approaches to human rights, the role of institutions and organizations in setting human rights agendas, and human rights problems and policies in international politics.

POLS 383 INTERNATIONAL ORGANIZATIONS (3)

This course provides an introduction to the study of international organizations in world politics. The focus is on the United Nations and other selected organizations.

POLS 430 FIELD SEMINAR IN CALIFORNIA GOVERNMENT (1)

Students attend a three-day seminar on California government and politics in the California State Capitol

building in Sacramento. The seminar is offered only during the spring semester at the end of February. Students attend seminar presentations featuring elected state legislators, legislative and executive staffers, journalists, lobbyists, and academic experts on current issues confronting California.

POLS 434 WASHINGTON, D.C.: THE PRESS AND THE PRESIDENCY (3)

This course provides an analysis of U.S. politics and decision-making as seen through an extensive evaluation of the U.S. press and the U.S. presidency. Students meet during the first two weeks in Washington, D.C., during intersession.

POLS 435 WASHINGTON, D.C.: DIRECTED STUDY IN POLITICAL SCIENCE (3)

This course requires students to complete a research paper while interning in Washington, D.C. The paper will address an issue in political science that relates to the internship experience.

POLS 436 WASHINGTON, D.C.: INTERSHIP IN POLITICAL SCIENCE (6)

Students work 35-40 hours a week in Washington, D.C., at an internship related to political science. The internship must be approved by the Department of Political Science and International Relations. Students receive 6 units of credit, of which three units may apply toward the major.

POLS 437 WASHINGTON, D.C.: CLASS IN POLITICAL SCIENCE (3)

This political science course is taken in Washington, D.C., during the internship. The course must be approved by the Department of Political Science and International Relations.

POLS 444 SPECIAL TOPICS IN POLITICAL SCIENCE (3)

Special topics courses offer an examination of a topical issue affecting politics in the United States. The course number may be repeated for credit provided the topics of the courses are different.

POLS 448 INTERSHIP IN POLITICAL SCIENCE (1-6)

This course involves participation in a governmental office at the local, state, or national level. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior political science or international relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only three units may be used toward the major.

POLS 449 INDEPENDENT STUDY IN POLITICAL SCIENCE (1-3)

This course involves advanced individual study in public policy, American politics, public law, political behavior, or political theory. This course is open only to junior or senior Political Science or International Relations majors with a grade point average in political science courses of 3.3 or

higher. Approval of instructor and department chair is required, and substantial prior coursework in the area is expected.

POLS 480 MODEL UNITED NATIONS (1)

This course involves a simulation of the decision-making process of the United Nations. Students participate in at least one conference per semester where they have the opportunity to represent an assigned country and compete against other universities. This course may be repeated once for credit.

POLS 485 WASHINGTON, D.C.: DIRECTED STUDY IN INTERNATIONAL RELATIONS (3)

This course requires students to complete a research paper while interning in Washington, D.C. The paper will address an issue in international relations that relates to the internship experience.

POLS 486 WASHINGTON, D.C.: INTERSHIP IN INTERNATIONAL RELATIONS (6)

Students work 35-40 hours a week in Washington, D.C., at an internship related to international relations. The internship must be approved by the Department of Political Science and International Relations. Students receive 6 units of credit, of which three units may apply toward the major.

POLS 487 WASHINGTON, D.C.: CLASS IN INTERNATIONAL RELATIONS (3)

This international relations course is taken in Washington, D.C., during the internship. The course must be approved by the Department of Political Science and International Relations.

POLS 494 SPECIAL TOPICS IN INTERNATIONAL RELATIONS (1-3)

Special topics courses offer an examination of a topical issue affecting the domestic politics of foreign countries or the international political system. This course number may be repeated for credit provided the topics of the courses are different.

POLS 498 INTERSHIP IN INTERNATIONAL RELATIONS (1-6)

This course involves participation in an internship related to international relations. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior political science or international relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only three units may be used toward the major.

POLS 499 INDEPENDENT STUDY IN INTERNATIONAL RELATIONS (1-3)

This course involves advanced individual study in international relations or comparative politics. This course

is open only to junior or senior political science or international relations majors with a grade point average in Political Science courses of 3.3 or higher. Approval of instructor and department chair is required, and substantial prior coursework in the area is expected.

Psychological Sciences

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The Psychology Major

Psychology is the scientific study of human and animal behavior and the cognitive and biological processes that underlie it. The objective of USD's psychological sciences program is to advance the student's understanding of psychology as a science, a profession, and a means of promoting the welfare of humans and animals. The major is designed to help students prepare for admission into graduate or professional school in psychology and to provide a foundation for entry into fields such as neuroscience, law and criminal justice, primary and secondary education, medicine, business, human resources, the ministry, and social work.

Preparation for the Major

PSYC 101, 230, and 260 are required. MATH 130 is strongly recommended. To maximize successful completion of the major we strongly recommend that students take BIOL 104, BIOL 106, or BIOL 114 to satisfy the core curriculum life sciences requirement. COMP 100 is recommended for students who lack experience with computer applications.

Major Requirements

A minimum of 27 units of upper-division coursework in psychology is required and must be distributed as follows:

Biological: PSYC 342 or 344

Clinical: PSYC 354, 355, 356, 357, or 359

Cognitive: PSYC 332, 334, or 336

Developmental: PSYC 314 or 316

Social: PSYC 322 or 324

Theories: PSYC 372, 374, or 377

One Advanced Research Methods/Laboratory course:

PSYC 315, 323, 325, 333, 337, 343, 345, 358, or 360

Note: When offered as "W" courses, these fulfill the core curriculum upper-division writing requirement.

Six additional units of upper-division psychology coursework.

A minimum grade of C- in the 27 units of upper-division course work in psychology used to complete the requirements for major, and a minimum GPA of 2.00 in all upper-division course work in psychology are required.

The electives chosen to complete the major requirements should be selected in consultation with your academic advisor with a view to achieving balance among the major areas of psychological knowledge. A maximum of four units from any combination of PSYC 496, 497, and 498 elective units can be applied toward the units required to complete the major. Units beyond this limit are applicable to the 124 units required for graduation. For students interested in graduate work in psychology, taking additional courses, including laboratories, beyond those required for the major is an important consideration, as is obtaining field and research experience. Those who anticipate doing independent study (PSYC 499) should begin that work in the first semester of their senior year.

Note: Transfer students who wish to graduate as psychology majors must complete a minimum of 12 upper-division units in psychology at USD.

The Psychology Minor

A minimum of 18 units is required for the minor. These must include PSYC 101 and 230, and at least three upper-division courses. PSYC 260 is strongly recommended.

The Social Science Teaching Credential

Students wishing to earn a social science teaching credential may do so while completing a major in psychology. The specific requirements for the teaching credential differ from the general requirements for the psychology major. Students interested in pursuing a social science teaching credential should consult the School of Leadership and Education Sciences.

Psychology Courses (PSYC)

PSYC 101 INTRODUCTORY PSYCHOLOGY (3)

This core curriculum course provides an introduction to the science of psychology and includes the following topics: history of psychology, research methods in psychology,

biological bases of behavior, sensation and perception, development, learning, memory, cognition, motivation, emotion, personality, social psychology, psychological disorders, and therapy. Every semester.

PSYC 230 RESEARCH METHODS IN PSYCHOLOGY (3)

Introduction to the principles and methods of psychological research through lecture, discussion, and participation in laboratory and field research projects. This course will cover multiple research designs including both qualitative and quantitative approaches. Every semester.

PSYC 260 STATISTICS (3)

Introduction to the analysis of research data in psychology. Topics include measures of central tendency and variability, correlation, prediction, and hypothesis testing. Every semester.

PSYC 305 COMPUTER ANALYSIS OF BEHAVIORAL SCIENCE DATA (3)

Students will learn to enter data on a computer and to use statistics programs (for example, SPSS) to perform the kinds of analyses introduced in basic statistics courses (for example, central tendency, variation, correlation, t-tests, analysis of variance, and chi square). More advanced statistical procedures (for example, multiple regression, partial correlation, and analysis of covariance) will be introduced. Previous experience with computers is not required. Prerequisite: PSYC 260.

PSYC 314 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE (3)

An introduction to the scientific study of human development. Explores the physical, cognitive, and social domains from conception through adolescence. The influences of maturation and socialization are emphasized as well as the interdependence of the various domains of

development. Community service may be required. Prerequisite: PSYC 101.

PSYC 315W ADVANCED RESEARCH METHODS / LABORATORY IN DEVELOPMENTAL PSYCHOLOGY (3)

In-depth study of research methods in developmental psychology. Emphasis will be placed on the factors that make developmental research unique, on the appropriateness of particular methods for specific research questions, and on the critical evaluation of research reports. Written project reports as well as a literature review and research proposal will be required. Prerequisites: ENGL 121, PSYC 101, 230, 260, and 314.

PSYC 316 DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING (3)

The study of human behavior and development into the adult years. Coverage includes theory and research about aging within physical, cognitive, and social domains from early adulthood through death. Addresses age-related issues as well as the influences of maturation and socialization on development. Community service may be required. Prerequisite: PSYC 101 and junior standing.

PSYC 322 SOCIAL PSYCHOLOGY (3)

The study of how people think about, relate to, and are influenced by others. Topics include: group behavior; socialization; social interaction; attitude change; affiliation; aggression; altruism; person perception; and the role of psychological factors in social problems.

PSYC 323W ADVANCED RESEARCH METHODS / LABORATORY IN SOCIAL PSYCHOLOGY (3)

This course provides students with hands-on experience in experimental research and scientific writing in social psychology. Along with reviewing the basics of experimental research design, students will design an experimental study, collect and analyze data, and present

Recommended Program of Study, Psychology

**Freshman Year
Semester I**

Preceptorial (3)
or PSYC 101 (3)
ENGL 121 (3)
MATH 115 (3)
or MATH 130 (3)
CC (6)

Semester II

BIOL 104, 106
or 114 (3-4)
PSYC 230 (3)
CC (9)

**Sophomore Year
Semester I**

PSYC 260 (3)
CC (12)

Semester II

Upper-division PSYC (3)
CC (12)

**Junior Year
Semester I**

Upper-division PSYC (6)
CC or electives (9)

Semester II

Upper-division PSYC* (6)
CC or electives (9)

**Senior Year
Semester I**

Upper-division PSYC* (6)
CC or electives (9)

Semester II

Upper-division PSYC (6)
CC or electives (9)

The recommended program of study is intended as a guide to students in planning their college program. It is not expected that students will adhere rigidly to the sequence of suggested courses. For example, a student may take ENGL 121 in the second semester of the freshman year equally as well as in the first semester.

*We recommend that one of these courses, in one or both semesters, include an advanced research methods/laboratory course.

their project in an APA style research paper. Prerequisites: ENGL 121, PSYC 101, 230, 260, and concurrent enrollment in, or prior completion of, PSYC 322.

PSYC 324D CROSS-CULTURAL PSYCHOLOGY (3)

An examination of human behavior in cultural context. Emphasis will be placed on the role of cultural factors influencing such patterns of behavior as perception, cognition, personality, emotion, development, group dynamics, mental and physical health, and language. Prerequisites: PSYC 101 and 230.

PSYC 325W ADVANCED RESEARCH METHODS / LABORATORY IN CROSS-CULTURAL PSYCHOLOGY (3)

This course explores the research methods, both laboratory and field, used in the study of human behavior across cultures. The course requires reading of original research, completion of laboratory projects, and a research paper. Prerequisites: ENGL 121, PSYC 101, 230, 260, and concurrent enrollment in, or prior completion of, PSYC 324.

PSYC 326 ORGANIZATIONAL / INDUSTRIAL PSYCHOLOGY (3)

A study of the application of psychological principles in organizational settings. Topics include: organizational structure; personnel selection, social influence and human relations in organizations, leadership, and organizational change.

PSYC 328 STEREOTYPING, PREJUDICE, AND DISCRIMINATION (3)

Examination of stereotyping, prejudice, and discrimination from a social psychology perspective. Focus on theory and research about what causes stereotyping, prejudice and discrimination; why these social ills are so resistant to change and how they can be reduced.

PSYC 332 LEARNING AND BEHAVIOR (3)

The study of learning in humans and animals. Topics include: theories of learning; classical conditioning; instrumental learning; observation learning; and perceptual-motor and verbal learning and cognition. Current research will be stressed. Prerequisites: PSYC 101 and 230.

PSYC 333W ADVANCED RESEARCH METHODS / LABORATORY IN LEARNING (3)

This course is designed to give the student an in-depth, hands-on experience with the research methods used in the study of conditioning and learning. Projects involving both human and nonhuman subjects will be conducted to illustrate the equipment, research designs, and procedures commonly employed in the area. Written project reports, as well as a literature review and research proposal, will be required. Prerequisites: ENGL 121, PSYC 101, 230, 260, and prior completion of, or concurrent enrollment in, PSYC 332.

PSYC 334 HUMAN MEMORY (3)

A scientific approach to the traditional study of human memory, with emphasis on different types of memory (e.g., short-term and long-term), and memory processes (encoding, organization, retrieval). Other topics may include everyday memory, memory errors, and memory development across the lifespan. More recent approaches, including neural networks and concepts related to ecological validity, are also explored. Prerequisites: PSYC 101 and 230.

PSYC 336 COGNITIVE PSYCHOLOGY (3)

Scientific study of how people process information. Topics include perception, attention, memory, imagery, language, concept formation, decision making, and problem solving. Both basic and applied issues will be addressed. The course will focus on current models, including information processing and neural networks. Prerequisites: PSYC 101 and 230.

PSYC 337W ADVANCED RESEARCH METHODS / LABORATORY IN COGNITIVE PSYCHOLOGY (3)

This course integrates an in-depth exploration of selected topics with an emphasis on experimental research methods. Readings in original research, active participation in laboratory replications, complete research report preparation, and write-ups will accompany each topic. The course will culminate in the preparation of an original research project. Prerequisites: ENGL 121, PSYC 101, 230, 260, and prior completion of, or concurrent enrollment in, PSYC 336.

PSYC 342 BIOLOGICAL PSYCHOLOGY (3)

Study of the biological bases of behavior, stressing evolutionary, genetic, neural, and hormonal processes. Topics include: anatomy and physiology of the nervous, sensory, and motor systems; and the biological bases of emotion, motivation, learning, memory, sleep, individual differences, and psychopathology. Current research will be stressed. Prerequisites: PSYC 101 and 230, or consent of instructor.

PSYC 343W ADVANCED RESEARCH METHODS / LABORATORY IN BIOLOGICAL PSYCHOLOGY (3)

This course is designed to provide in-depth, hands-on experience with the concepts, methods, and techniques used in biological/physiological psychology research, including anatomical and histological methods, and surgical and pharmacological manipulations. Written project reports, as well as a literature review and research proposal, will be required. Prerequisites: ENGL 121, PSYC 101, 230, 260, and completion of, or current enrollment in, PSYC 342, or consent of instructor.

PSYC 344 ANIMAL BEHAVIOR: COMPARATIVE PSYCHOLOGY AND ETHOLOGY (3)

Study of animal behavior through a synthesis of the work of ethologists and comparative psychologists. Stresses the adaptive nature of behavior and its role in evolution. Topics include research strategies, classification of behavior, evolution and development of behavior, the concept of instinct, communication, and social behavior. Current research will be stressed. Prerequisites: PSYC 101 and 230 or consent of instructor.

PSYC 345W ADVANCED RESEARCH METHODS / LABORATORY IN ANIMAL BEHAVIOR (3)

This course will explore the research methods used in the study of animal behavior in both laboratory and field settings. Observational skills will also be developed. Completion of a field project at an appropriate site will be required. Several laboratory projects and demonstrations will be conducted. Project reports, as well as a research paper, will be written. Prerequisites: ENGL 121, PSYC 101, 230, 260, and concurrent enrollment in, or prior completion of, PSYC 344, or consent of instructor.

PSYC 347 BEHAVIOR GENETICS (3)

Explores the past and current status of the nature/nurture controversy in psychology as an introduction to the methods of research in behavior genetics. Hereditary influences on perception, learning, intelligence, temperament, personality, and psychopathology will be investigated through a consideration of current research in these areas. (Summer or Intersession)

PSYC 354 BEHAVIOR DISORDERS OF CHILDHOOD (3)

This course will examine the causes of emotional disorders in childhood and the various methods of treatment for childhood disorders. Prerequisite: PSYC 101.

PSYC 355 ABNORMAL PSYCHOLOGY (3)

Reviews the current literature on the etiology, prevalence, classification, and treatment considerations relating to abnormal behavior and mental disorders. Course assumes an integrated biopsychosocial perspective and focuses on adult psychopathology. Gender effects and cultural considerations as they relate to the study of abnormal behavior and adult mental disorders are examined. Prerequisite: PSYC 101.

PSYC 356 PSYCHOLOGICAL ASSESSMENT (3)

Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: PSYC 101, 230, and 260.

PSYC 357 HEALTH PSYCHOLOGY (3)

An examination of the psychological variables contributing to the development and/or progress of disease, and of the effects of illness on injury and behavior. Areas to be

considered include the impact of various types of stress on illness, pain mechanisms, psychophysiological disorders, psychological approaches to prevention and management, and treatment compliance. Prerequisites: PSYC 101 and 230.

PSYC 358W ADVANCED RESEARCH METHODS / LABORATORY IN HEALTH PSYCHOLOGY (3)

This course is designed to provide in-depth discussion about the various methods, concepts, and techniques in the field of health psychology. Emphasis will be placed on the types of issues and methods that make health psychology unique. Requirements include written critical reviews of various journal articles, a literature review, and a research proposal. Prerequisites: PSYC 101, 230, 260, and either concurrent enrollment in, or prior completion of, an upper-division health psychology course.

PSYC 359D HEALTH PSYCHOLOGY OF WOMEN AND ETHNIC GROUPS (3)

Recent advances in health care have discovered the necessity for specific treatment, instruction, research, and preventive measures focusing on women and ethnic health. This course is designed to investigate the specific needs of these populations in maintaining and obtaining the best medical care for their physical health. The interplay of biological, psychological, and social factors with health and illness as they specifically apply to these populations is the focus of the course. The role of traditional medical practices, particularly Native American and Asian American health practices is also described.

PSYC 360W ADVANCED RESEARCH METHODS / LABORATORY IN CLINICAL PSYCHOLOGY (3)

The course is designed to increase competency in designing, conducting, evaluating, and writing research papers in clinical psychology. This goal will be met through lectures, readings, and class discussion on the process of conducting research and the process of disseminating research in written and oral forms. This course satisfies an upper-division writing lab so the course will focus on all stages of the writing process, including pre-writing, drafting, revising, and editing. Writing requirements include brief papers and a series of draft reviews and revisions that will result in a major APA style research paper. Prerequisites: ENGL 121, PSYC 101, 230, and 260, and completion of, or concurrent enrollment in, PSYC 354 or 355.

PSYC 372 HISTORY AND SYSTEMS OF PSYCHOLOGY (3)

A survey of the major ideas that have affected the development of Western psychology. The empirical, rationalistic, and materialistic roots of modern psychology will be discussed. Prerequisite: PSYC 101

PSYC 374 THEORIES OF MOTIVATION (3)

Analysis of the factors that activate, direct, and modulate human and animal behavior. Biological, behavioristic, and cognitive approaches will be emphasized. Prerequisite: PSYC 101 or consent of instructor.

PSYC 377 THEORIES OF PERSONALITY (3)

This course surveys the major theoretical schools of thought in the study of personality. Psychoanalytic, psychoanalytic-social, trait, learning, cognitive social learning, and humanistic perspectives will be examined. Prerequisite: PSYC 101

PSYC 494 SPECIAL TOPICS IN PSYCHOLOGY (3)

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary topics in psychology. These will be in-depth investigations on subjects of special interest to the instructor. Course may be repeated with different topics. Prerequisite: Junior standing; additional prerequisites vary with topic and/or instructor.

PSYC 496 RESEARCH EXPERIENCE (1-2)

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of two units. P/F only.

PSYC 497 APPLIED EXPERIENCE IN PSYCHOLOGY (1-2)

Practical experience in a community/field setting under professional supervision. Each student is required to complete a minimum of 40 hours (one unit section) or 80 hours (2 unit section) of supervised training in an assigned field setting over the course of the semester. Fieldwork is under the joint supervision of agency personnel and the course instructor. A time log and written summary of the experience by the student and a performance evaluation by the supervisor are required. Prerequisite: PSYC 101. Student cannot be on academic probation. P/F only.

PSYC 498 INTERNSHIP IN PSYCHOLOGY (3)

Practical experience in a community/field setting under professional supervision. Each student is required to complete a minimum of 120 hours of supervised training in an assigned field setting over the course of the semester. Fieldwork is under the joint supervision of agency personnel and the course instructor. Prerequisite: PSYC 101. Senior standing preferred. Student cannot be on academic probation. P/F only.

PSYC 499 INDEPENDENT STUDY (1-3)

Library, laboratory, or field research of the student's own design conducted under faculty supervision. A written application and final report are required. Senior standing preferred.

Sociology

Eren Branch, PhD, INTERIM CHAIR

Adina Batnitzky, PhD

Michelle Madsen Camacho, PhD

Erik D. Fritsvold, PhD

Judith Liu, PhD

Belinda Lum, PhD

A. Rafik Mohamed, PhD

Lisa Nunn, PhD

Thomas E. Reifer, PhD

John Joe Schlichtman, PhD

The Sociology Major

The degree program in sociology provides students with the analytical tools to help them understand the links between individual experiences and the larger society. In examining social life and social change, the department focuses on questions of power, culture, and inequality in the U.S. and at the global level, combining a comparative-historical perspective with the scientific and humanistic vantage points of the social sciences. All students are exposed to classical and contemporary sociological theories and learn to apply both quantitative and qualitative approaches to sociological research.

The complexity of the field of sociology is reflected in the wide range of courses offered in the department and in the varied interests and backgrounds of the faculty. Students may elect to pursue a generalist approach to the discipline or to specialize in one of the complementary areas of concentration. These concentrations include: community, urbanization, and culture; power and inequality in global perspective; and crime, justice, law and society.

We share in USD's mission to work towards peace and social justice, with a special emphasis on the Catholic intellectual and social tradition. Strong community service-learning components and field experience placements in community agencies provide an opportunity for students to link abstract sociological concepts to concrete social issues in the search for solutions to pressing societal problems.

Major Requirements (36 units)

Students majoring in sociology must satisfy the core curriculum requirements as set forth in this bulletin and complete all major requirements as presented in the following schedule:

Lower-division Preparation for the Major – nine units
 SOCI 101D Introduction to Sociology (3)

And two of the following three lower-division courses (six units):

- SOCI 216D Contemporary Social Issues: Power and Inequality in Global Perspective (3)
 SOCI 217D Contemporary Social Issues: Crime, Justice, Law and Society (3)
 SOCI 218D Contemporary Social Issues: Community, Urbanization, and Culture (3)

Upper-division – 27 units

Students should plan their upper-division courses in consultation with their major advisor. The courses will include:

- SOCI 322 Classical Sociological Theories or
 SOCI 323 Contemporary Sociological Theories (3)
 SOCI 325 Quantitative Methods (3) and
 SOCI 326 Qualitative Methods (3)

18 additional upper-division units, 12 of which must be selected from the courses specifically listed under the student's declared area concentration.

Students are encouraged to select one of the three area concentrations outlined below and they should include the 200-level course that serves as an introductory pathway to the area concentration they have chosen. (See SOCI 216D, 217D, and 218D.) Students may also choose to have a generalist perspective in sociology rather than an area concentration, in which case they must select two courses from each of the three area concentrations.

At least 18 of the 27 upper-division units must be taken at USD. No more than 6 non-USD units taken abroad will be accepted for credit toward the sociology major.

The Sociology Minor

Minor Requirements (18 units)

Lower-division – six units

- SOCI 101D Introduction to Sociology (3)

And at least one course in the Contemporary Social Issues series: SOCI 216D, 217D, or 218D (3)

Upper-division – nine units minimum

Students must have taken SOCI 101D and either SOCI 216D, 217D, or 218D (and have completed 45 undergraduate units) before enrolling in any upper-division sociology course. (Prerequisites may occasionally be waived with consent of the instructor.)

Area Concentrations

Community, Urbanization, and Culture

With an emphasis on social change and social justice, this concentration examines community structures, processes, and problems, with a focus on urban environments in a

globalizing world. Issues of immigration, racial, ethnic, and national diversity, inequality, spatial segregation, community activism and leadership, and schooling and public education are all addressed, along with the impact of popular culture. Students will learn to develop creative strategies to address the issues facing urban centers and communities today as global forces increasingly challenge our traditional notions of city and community. The concentration will be of particular interest to those students considering careers in city planning, human services/relations, or social welfare, as well as those contemplating graduate work or professional training in urban planning, public health, urban sociology, geography, and related fields.

- SOCI 311 Popular Culture
 SOCI 320 U.S. Society
 SOCI 348 Juvenile Delinquency
 SOCI 350 Social Institutions
 SOCI 353 Marriage and the Family
 SOCI 363 Urban Sociology
 SOCI 364 Work and Labor
 SOCI 370 Sociology of Education
 SOCI 388 Sport in Social Context
 SOCI 400 Urban Planning
 SOCI 425 The Black Atlantic
 SOCI 450 Culture and the Metropolis
 SOCI 455 Cities in a Global Context
 SOCI 464 Community, Consensus, and Commitment
 SOCI 494 Special Topics (approval of department chair required)

Power and Inequality in Global Perspective

In this globally interconnected age of increasing diversity and widening disparities, power, difference, and inequality are at the heart of sociological inquiry. Focusing on the interweaving of structure and agency in comparative historical and global perspective, power and inequality are analyzed from a variety of theoretical vantage points, including that of historical political economy, with an emphasis on race, ethnicity, class, gender, and sexuality. Topics addressed include the global expansion of European capitalism and worldwide responses to this, as well as democracy, law, citizenship, and the role of organizations and social movements in social change. Transnational corporations and social movements, urbanization, sustainable development, the environment, and issues of war and peace are also addressed, with a particular emphasis on the Catholic social and intellectual tradition. This concentration will be of interest to those students interested in careers in social change, in the labor movement, public policy, human services/resources, or

business, as well as for students interested in pursuing graduate work or careers in law, teaching, and related professional fields.

SOCI 320	U.S. Society
SOCI 331	Race and Ethnic Relations
SOCI 350	Social Institutions
SOCI 351	China in the 21st Century
SOCI 353	Marriage and the Family
SOCI 357	Inequality and Stratification
SOCI 358	Political Sociology
SOCI 359	Gender Through the Prism of Difference
SOCI 362	Social Change: Global Perspectives
SOCI 364	Work and Labor
SOCI 369	Sexualities
SOCI 375	The U.S. Mosaic
SOCI 380	Collective Behavior
SOCI 385	Aging and Society
SOCI 425	The Black Atlantic
SOCI 460	Immigrant America
SOCI 473	Rights, Justice, Law and Inequality
SOCI 494	Special Topics (approval of department chair required)

Crime, Justice, Law and Society

This concentration is for students who want to develop theoretical and empirical understandings of crime, the criminal justice system, and law. Through a sociological lens, courses in the concentration focus on the manifestations, causes, and consequences of criminal behavior and the mechanisms of justice, from street-level to white-collar crime. Courses also examine how society shapes our understanding of crime, the way individuals and society respond to crime, and changes in the context of globalization. This concentration will be of particular interest to those students considering careers in law, government, criminal justice, law enforcement, or social service, as well as those contemplating graduate work or professional training in related fields.

SOCI 347	Criminology
SOCI 348	Juvenile Delinquency
SOCI 349	Social Control
SOCI 354	Drugs and U.S. Society
SOCI 355	Corrections
SOCI 356	Crime as Entertainment
SOCI 358	Political Sociology
SOCI 368	Social Deviance
SOCI 472	Law and Society
SOCI 473	Rights, Justice, Law and Inequality
SOCI 494	Special Topics (approval of department chair required)

POLI 321 or 322D (only one of these two courses may be applied to the major and the course will not apply to any concentration other than crime, justice, law and society)

Sociology Courses (SOCI)

SOCI 90 DEVELOPING SCHOLARLY UNDERGRADUATES (1)

Using the "sociological imagination," this course will help students to: 1) develop strong college performance skills and practices for academic success; 2) develop community involvement in USD and local communities; and 3) develop awareness of university services and programs. This course counts for "work-load credit" only. That is, its units are counted as part of the student's load during the semester/session in which it is taken, and the grade earned in the course is included in the computation of the student's grade point average, but it does not satisfy any requirement for the core curriculum or for the major or minor in sociology, and it does not count toward the 124 units required for graduation. Summer semester.

SOCI 101D INTRODUCTION TO SOCIOLOGY (3)

This course introduces students to basic concepts of sociology: groups, race and ethnicity, class, gender, nation, citizenship, status, role, society, behavior patterns, and social institutions. The approach is broadly comparative, historical, and global in orientation and focus, with an emphasis on the U.S. Particular attention is paid to issues of power, inequality, war, peace, social change, and social justice. Every semester.

(Note: The following courses, 216D, 217D, 218D, replace the former SOCI 110D. Please see lower-division requirements for the major and minor.)

SOCI 216D CONTEMPORARY SOCIAL ISSUES: POWER AND INEQUALITY IN GLOBAL PERSPECTIVE (3)

This course critically examines issues of power, difference and inequality, utilizing comparative, historical, global and other critical perspectives. In an age of widening social polarization, the intersections of power, structure and agency are at the heart of sociological inquiry. Topics covered include stratification, social change, and struggles for peace and justice as they relate to issues of class, race, gender, sexuality and citizenship. The course will consider these issues in local, regional and global contexts. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements. For sociology majors, it also serves as an introductory pathway to the power and inequality in global perspective concentration.

SOCI 217D CONTEMPORARY SOCIAL ISSUES: CRIME, JUSTICE, LAW AND SOCIETY (3)

This introductory-level course critically examines contemporary social issues in Crime, Justice, Law and

Society. It will analyze the historic and contemporary responses of the law-enforcement community to various types of criminal and deviant behavior. The actions of formal agents of social control will be investigated both empirically and theoretically. Topics of the course include: theories of punishment, the criminal justice system, and the enduring tensions between social control and individual freedoms. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements. For sociology majors, it also serves as an introductory pathway to the Crime, Justice, Law and Society concentration.

SOCI 218D CONTEMPORARY SOCIAL ISSUES: COMMUNITY, URBANIZATION, AND CULTURE (3)

This course is an introductory pathway to the Community, Urbanization, and Culture concentration in the Sociology major. It considers the contemporary social issues that every city is facing. It will examine the political, economic, and socio-cultural nuances of major issues such as poverty, development, housing, education, and crime. Students will reflect on the role of community and how it both influences and is influenced by these issues. Finally, they will analyze different policies that have been used to address these issues. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements.

SOCI 294 SPECIAL TOPICS IN CONTEMPORARY SOCIOLOGY (LOWER-DIVISION) (3)

An overview and analysis of selected contemporary topics in sociology, with specific content to be determined by particular interest of instructor and students. May be repeated for credit with different course content.

SOCI 311 POPULAR CULTURE (3)

An examination of the material and other cultural artifacts of everyday life in our society. Included for analysis are: popular literature, films, television, and other mass media forms; popular icons such as toys and automobiles as reflections of underlying cultural values and beliefs; and the promotion of "the good life" through popular advertising.

SOCI 320 U.S. SOCIETY (3)

An introduction to U.S. society within historical and social perspectives. Transitions and transformations in U.S. culture and values are considered in a social context. Topics explored include industrialization, capitalism, social stratification, and the interplay of freedom, democracy, individualism, and volunteerism with the U.S.'s social structure, political institutions, and cultural framework.

SOCI 322 CLASSICAL SOCIOLOGICAL THEORIES (3)

Development of sociological theories from Auguste Comte to George Herbert Mead. Fall semester, alternate years.

Prerequisite: Upper-division standing.

SOCI 323 CONTEMPORARY SOCIOLOGICAL THEORIES (3)

Development of sociological theories of contemporary European and U.S. sociologists. Fall semester, alternate years. Prerequisite: Upper-division standing.

SOCI 325 QUANTITATIVE METHODS (3)

This course is required for the Sociology major and provides an introduction to the use of quantitative methods with an emphasis on descriptive statistics. Students learn concepts including sampling methods, components of survey research, measurement and analysis of variables, and standards of ethical practice. Statistical procedures include central tendency and variability measures, the normal curve, probability, correlation, and regression. Students will also develop basic fluency in SPSS, a statistical software package, to analyze empirical data. This course is required for completion of the Sociology Major.

SOCI 326 QUALITATIVE METHODS (3)

An introduction to the use of qualitative methods such as ethnographic research, field research, individual and focus group interviewing, historical comparative research, and qualitative survey research. Students learn concepts of research design including conceptualization, operationalization, sampling methods, and data analysis. These tools are integral to the execution of qualitative sociological research. This course is required for completion of the Sociology Major.

SOCI 331D RACE AND ETHNIC RELATIONS (3)

An introduction to theory and research relative to minority group relations in the United States, with particular emphasis upon patterns, problems, and consequences of social interaction and cultural diversity among different racial, national, religious, and socioeconomic groups.

SOCI 347 CRIMINOLOGY (3)

An examination of crime and society, with special emphasis on theories of criminality, types and trends in crime, and current controversies in criminology.

SOCI 348 JUVENILE DELINQUENCY (3)

This course provides an empirical description and sociohistorical analysis of the complex social problem of juvenile delinquency. Toward this goal, the course examines the historical circumstances and legal heritage out of which the social construction of juvenile delinquency has emerged. The emphasis of the course is on the process through which juvenile behavior becomes juvenile delinquency and the process through which juveniles become juvenile delinquents. This course also explores theoretical explanations for deviance and law-violating behavior committed by juveniles.

SOCI 349 SOCIAL CONTROL (3)

An examination and analysis of the various strategies and techniques utilized to combat deviant and criminal behavior. Attention will be focused on the organization and operation of the U.S. criminal justice system.

SOCI 350 SOCIAL INSTITUTIONS (3)

A comparative analysis of the basic structuring of human societies, utilizing the perspective of social systems theory. Topics for discussion will include such fundamental institutionalized processes as social allocation and social power, as well as the development of total societies from simple to complex forms of organization.

SOCI 351 CHINA IN THE 21ST CENTURY (3)

This course analyzes the historical and social development of the People's Republic of China from 1949 to the present. Topics explored include: the problems of post-revolutionary institutionalization, the role of ideology, the tension between city and countryside, Maoism, major social movements, socialist education, the urban work force, and the status of women.

SOCI 353 MARRIAGE AND THE FAMILY (3)

Analysis of the family as a social institution and as a social group, with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, child rearing, and family stability. The course will examine changes in work patterns, marriage, divorce, and cohabitation over time. Race, ethnicity, and gender differences will also be addressed.

SOCI 354 DRUGS AND U.S. SOCIETY (3)

This course provides a sociohistorical analysis of the cultural, economic, and political forces that have driven anti-drug movements throughout U.S. history. Toward this goal, the course examines the historical circumstances and legal heritage that have contributed to the rise and fall of drug panics and the current disease model of addiction. The implications of the medicalization of deviance are explored, as are the influences of past drug policies and the casualties of the current "war on drugs."

SOCI 355 CORRECTIONS (3)

This course is a critical evaluation of America's historic and contemporary use of the correctional system as the primary response to crime and many social problems. This seminar is more about ideology than structure; of paramount interest are the social, political and economic contexts of prisons and the "tough on crime" movement that have produced the largest prison system in the world.

SOCI 356 CRIME AS ENTERTAINMENT (3)

This course explores the depiction of crime and the criminal justice system in media with a specific but not exclusive emphasis on "old" news and entertainment media

(film and television). Particular focus will be placed on the entertainment media's role in shaping the general public's ideas of crime and justice. This course also examines the increasingly blurred lines between news and entertainment; the roles film and television play in educating the public about crime and justice; and entertainment media's role in creating a distorted image of crime and justice. Issues of race, class, and gender will also be explored in the context of entertainment media and crime.

SOCI 357 INEQUALITY AND STRATIFICATION (3)

An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explanations and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.

SOCI 358 POLITICAL SOCIOLOGY (3)

An introduction to the sociological analysis of the theory and practice of power in contemporary societies. Emphasis will be placed upon such topics as the nature of political power, social and cultural foundations of political institutions, sources and patterns of political involvement, and the social consequences of various types of power structures.

SOCI 359D GENDER THROUGH THE PRISM OF DIFFERENCE (3)

This course explores how gender organizes our society. It focuses on how specific institutions affect individual agency; for example, how do the media, corporate industries, and professional organizations differently influence the social construction of femininity and masculinity? What processes of social activism and resistance do individuals engage to challenge such pressures? Analyses also focus on how conceptions of biological determinism affect behavior. Finally, the intersections of race, class, and sexual diversity among men and women are investigated as they relate to social phenomena such as production, reproduction, identity, and social change.

SOCI 362 SOCIAL CHANGE: GLOBAL PERSPECTIVES (3)

Using sociological perspectives on the roles of cultural beliefs and social practices in shaping people's lives, this course offers an overview of the organizing principles of society that resulted in the transition of pre-industrial societies to modern industrial states. The goals of the course are to make students aware of the power that social and cultural structures hold over them, of the fact that different societies will necessarily hold disparate views on how societies should be organized, and of the means to assess social/cultural differences in a non-judgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society.

SOCI 363 URBAN SOCIOLOGY (3)

(Formerly The Modern Urban Community) The goal of this course is to expose students to the array of topics that occupy the attention of contemporary urban scholars: political, economic, and cultural issues related to urban transformation, urban inequalities, urban design, urban consumption, urban sustainability, and urban security. It is strongly recommended that students complete SOCI 218, Community, Urbanization, and Culture, before enrolling in this course.

SOCI 364 WORK AND LABOR (3)

Examination of work, the labor force, and labor markets is integral to sociological theory and research. This course examines how labor and work affect and structure daily life, social structures, and the political economy. In addition, this course examines the relationship between politics and policy and the labor force in the United States.

SOCI 368 SOCIAL DEVIANCE (3)

An analysis of conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. Emphasis is upon the relationship of such behavior to social structure and social processes.

SOCI 369D SEXUALITIES (3)

An analysis of the phenomenon of human sexuality from a sociological perspective. An understanding of the diversity of sexuality, development of sex roles, sexual orientation, historical and cross-cultural views of sexuality, and trends in sexual behavior and attitudes. Topics will include such issues as sexual identity, socialization, social change, and social movements.

SOCI 370 SOCIOLOGY OF EDUCATION (3)

An introduction to education as a social process and a social institution. Topics include: the social functions of education; the school as a formal organization and social system; social factors affecting the educational process; and an examination of change and innovation in education.

SOCI 375D THE U.S. MOSAIC (3)

The examination of selected racial/ethnic groups, social classes, sexual orientations, religions, and nationalities from a sociological perspective. This course focuses on understanding diversity and multiculturalism in modern U.S. society. Topics include such issues as identity, political economy, social organization, social change, and social movements.

SOCI 380 COLLECTIVE BEHAVIOR (3)

An examination of the short-lived, and often extraordinary, non-institutionalized behavioral phenomena of crowds, mobs, riots, panics, and crazes that periodically seem to disturb the orderly flow of human societal life. The processes will also be examined by which these "social

aberrations" may become institutionalized as social movements or as part of a new and emerging socio-cultural order.

SOCI 385 AGING AND SOCIETY (3)

A study of the sociological, psychological, and cultural approaches and problems related to the aging process, with an emphasis on what it means to grow old in U.S. society.

SOCI 388 SPORT IN SOCIAL CONTEXT (3)

This course examines the role of sport in the U.S. and global societies. Topics include sport and social values, socialization into sport, the political and economic aspects of sport, sport and violence, and sport and education. This course explores the deeper meanings and social significance of sport with particular regard to issues of race, gender, class, history, social mobility, education, and politics.

SOCI 400 INTRODUCTION TO URBAN PLANNING (3)

This course introduces students to the theories and practices of urban planning. It approaches planning as a technical profession, a visionary field, and a political and governmental function.

SOCI 420D BLACK EYES ON AMERICA (3)

In this course students read works of black fiction to critically examine U.S. society from the late slavery period to the present. The objectives of this course are: for students to gain a more comprehensive understanding of U.S. society; for students to consider the different histories that have been lived in the U.S. based on racial identity; and for students to appreciate the centrality of race and class in the development of American social, political, cultural, and economic institutions.

SOCI 425 THE BLACK ATLANTIC (3)

With particular emphasis on Jamaica, this course provides an overview of Caribbean society and culture from the beginning of the trans-Atlantic slave trade to the present. Specific attention will be given to themes of colonization, slavery, culture, and resistance. Students are asked to consider the role European colonization played in shaping Caribbean societies and culture for the bad and the good, and the role of the world's most powerful nations in detracting from the self-determination and global competency of less-developed former colonies. This course seeks to engender cultural competence so that students can use Caribbean cultures as a lens through which to evaluate their own racial, ethnic, gendered, national, and socio-economic identities.

SOCI 450 CULTURE AND THE METROPOLIS (3)

This course explores the relationship between culture and the city. It examines the ways in which factors such as migration, development, and politics influence urban

culture and, alternatively, how a distinctly urban culture influences life in the city.

SOCI 455 CITIES IN A GLOBAL CONTEXT (3)

In this course, we will develop an understanding of cities as critical nodes within a world that is growing ever more socially, politically, and economically connected. We will investigate the causes and effects of this interconnectedness as well as the methods utilized to measure it. We will explore how the global context shapes urban issues, examining the urban networks across which capital, labor, and ideas flow.

SOCI 460 IMMIGRANT AMERICA (3)

This course provides an overview of sociological research in the field of international migration and focuses on topics including: migration flows into gateway cities such as San Diego, New York, Los Angeles, and Miami; transnationalism; immigration law and policy; immigrant families; activism, citizenship, and work.

SOCI 464 COMMUNITY, CONSENSUS, AND COMMITMENT (3)

This interdisciplinary course will be useful for students who seek to understand contemporary social issues in a purposeful and strategic manner. The course utilizes theory and practice in order for students to learn the various dimensions of what constitutes community, and how to apply the tools of community organizing, consensus-building, and sustaining commitment in addressing social issues.

SOCI 472D LAW AND SOCIETY (3)

This course examines the relationship between formal law and other social institutions. It begins with an examination of legal theory and theories of law creation. It then explores the role of law in both fostering and remedying social inequality, law as a vehicle for social change, and the many other roles of law in modern U.S. society. The underlying premise is simple: law is a social construct. No matter how it is defined, law is not an objective system of do's and don'ts; rather, it is something that is shaped by history, social conditions, and particular groups in society.

SOCI 473 RIGHTS, JUSTICE, LAW AND INEQUALITY (3)

The study of rights, justice, and law as social institutions. After being introduced to the sociolegal foundations of U.S. society and the scope of contemporary law, students will be expected to closely and critically examine the role law plays in the establishment and taking away of individual rights and liberties. Students will also be expected to develop an understanding of justice, of how the meaning of justice has changed over the course of U.S. history, and of the social forces that have played a role in molding new interpretations of justice. This course places special emphasis on the law's role in both producing and

remedying social inequality. Particular attention is given to the subjects of race, gender, class, civil rights, and privacy rights.

SOCI 493 FIELD EXPERIENCE IN SOCIOLOGY (1-3)

Practical experience in a field setting under professional and faculty supervision. Each student will complete 40 hours of training and service in an assigned field setting. Students may be required to attend an orientation program prior to their placement. Regularly scheduled meetings with the faculty supervisor and a learning journal of experiences are required from each student. May be taken for one to three units per semester. Field experience courses may not be applied toward fulfillment of requirements for the sociology major. Consent of faculty supervisor is required prior to registration. Pass/fail option only.

SOCI 494 SPECIAL TOPICS IN CONTEMPORARY SOCIOLOGY (3)

An in-depth analysis of selected contemporary topics in sociology, with specific content to be determined by particular interest of instructor and students. May be repeated for credit with different course content.

SOCI 498 INTERNSHIP IN SOCIOLOGY (3)

A practicum course involving a minimum of 120 hours per semester with various community, social service, and criminal justice agencies throughout San Diego County. Students may be required to attend an orientation program prior to their placement. Fieldwork is under the supervision of agency personnel and the faculty supervisor. Regularly scheduled meetings with the faculty supervisor, a learning journal of experiences, and a research paper are required from each student. A maximum of 6 units of credit from internship courses may be applied toward fulfillment of requirements for the sociology major. Junior or senior standing and consent of the faculty supervisor are required prior to registration.

SOCI 499 INDEPENDENT STUDY (1-3)

Individual study and written research working in close collaboration with a faculty advisor. Prerequisite: consent of instructor and of the department chair.

Theatre Arts

Robert Barry Fleming, MFA, CHAIR

Pavlo Bosyy, MFA

Ray Chambers, BA

Evelyn Diaz Cruz, MFA

Jeannie Galioto, MFA

Terry Glaser, MFA

Carrie Klewin, MFA

Elizabeth Shipman, MA, CMA

Benjamin Seibert, BA

Monica Stuft, PhD

George Yé, MFA

The Theatre Arts Department

The Theatre Arts Department offers a major and minor in theatre arts, as well as core curriculum courses. Our program frames theatre within the liberal arts environment as a holistic educational experience through integrated practical and theoretical study. We offer broad-based theatre training in the following areas: performance, scenography, theatrical production as well as performance studies. In order to facilitate an understanding of the wider applications of theatre practice beyond the theatre proper, we encourage students to explore the relationship of performance to social and cultural practices both viscerally and intellectually. Additionally, we give students the tools and methodologies to investigate a range of theatre and performance practices in a variety of national, international, historical and contemporary contexts. In addition to our professionally active faculty we engage renowned theatre practitioners who mentor our students by serving as directors or designers in season productions, guest speakers or special topic workshop leaders throughout the academic year. Through their course of study at USD, a theatre arts student has the opportunity to cultivate translatable skills that will empower them to think critically, engage creatively, and collaborate effectively enhancing their life options and diversified employability.

Major Requirements

The theatre arts major requires 39 units of study. Students may concentrate, in their upper-division electives, on performance or design.

Lower-Division (10 units)

Take all of the following courses:

- THEA 111 Theatre and Society (3)
- THEA 116 Theatre Practicum I (1)
- THEA 220 Fundamentals of Theatrical Design (3)
- THEA 230 Acting I (3)

Upper-Division (29 units)

Take all of the following courses:

- THEA 305 Technical Theatre with Lab (4)
- THEA 316 Theatre Practicum II (1)
- THEA 360W Theatre History (3)
- THEA 370 Performance Studies (3)
- THEA 375C Theatre and Community (3)

Take one course (three units) from the following:

- ENGL 280 Introduction to Shakespeare (3)*
- ENGL 324 Renaissance Drama (3)
- ENGL 334 Restoration and 18th-Century Drama (3)
- ENGL 362 Modern Drama (3)
- THEA 369 Contemporary Theatre (3)

*Students selecting this course will be choosing a major of 13 lower-division and 26 upper-division units.

Take four courses (12 units) from the following:

- THEA 302 Acting II (3)
- THEA 303 Costume Construction (3)
- THEA 320 Scenic Design (3)
- THEA 330 Costume Design (3)
- THEA 340 Voice and Speech (3)
- THEA 350 Movement for Actors (3)
- THEA 365W Playwriting (3)
- THEA 385 Acting for the Musical Theatre (3)
- THEA 435 Acting III (3)
- THEA 445 Producing and Directing (3)
- THEA 455 Stage Management (3)
- THEA 494 Special Topics (3)

Minor Requirements

Lower-Division (10 units)

Take all of the following courses:

- THEA 111 Theatre and Society (3)
- THEA 116 Theatre Practicum I (1)
- THEA 220 Fundamentals of Theatrical Design (3)
- THEA 230 Acting I (3)

Upper-Division (11 units)

Take all of the following courses:

- THEA 305 Technical Theatre with Lab (4)
- THEA 316 Theatre Practicum II (1)

Take one course (three units) from the following:

- THEA 360W Theatre History (3)
- THEA 369 Contemporary Theatre (3)

Take one from the remaining upper-division courses (three units).

Special Programs

Students interested in pursuing a liberal studies major or an interdisciplinary humanities major with a concentration in theatre arts should plan their program carefully with the advisor in their major and with the theatre arts department chair to ensure that graduation requirements are met.

Core Curriculum

Theatre arts core courses that satisfy the core curriculum fine arts requirement are as follows:

THEA 111 Theatre and Society (3)

THEA 220 Fundamentals of Theatrical Design (3)

THEA 230 Acting I (3)

Theatre Arts Courses (THEA)

THEA 111 THEATRE AND SOCIETY (3)

This course studies theatre as an art form and examines the historical role of theatre in the world and its significance as a cultural force. It involves attending plays, designing projects and/or performing. Satisfies the core curriculum fine arts requirement.

THEA 115 THEATRE PRACTICUM I FOR NON-MAJORS (1)

A course for non-majors/non-minors only. Students serve on a faculty-supervised running crew for a minimum of 30 crew hours (most productions and projects will require more hours). This course is repeatable for up to three units.

THEA 116 THEATRE PRACTICUM I (1)

A course for majors and minors only. Students serve on a faculty-supervised running crew for a minimum of 30 crew hours (most productions and projects will require more hours). This course is repeatable for up to three units.

THEA 155 THEATRE IN EDUCATION (3)

This course is designed specifically for future elementary school teachers enrolled in the liberal studies major as an introduction to the use of theatre and dance in the classroom. It involves theatre and dance through form, style, history, and cultural perspectives. Students learn the structure and vocabulary of theatre and dance, as well as practical methods of application in the classroom.

THEA 220 FUNDAMENTALS OF THEATRICAL DESIGN (3)

This course focuses on understanding foundational elements of theatrical design and developing the skills to translate text into visual content. It involves script analysis, research, creative exploration, and visual communication. Satisfies the core curriculum fine arts requirement.

THEA 230 ACTING I (3)

This course examines the tradition of the actor as storyteller and challenges students to increase their ability to express their own experience and the experience of others. It involves improvisation, monologue, and scene work,

technical methods in voice, physical action, and text analysis. Satisfies the core curriculum fine arts requirement.

THEA 302 ACTING II (3)

Focusing on contemporary dramatic scripts and actor transformation, this course teaches students to work creatively within a structure and to develop an acting process that balances and integrates text analysis and creative imagination. Prerequisite: THEA 230.

THEA 303 COSTUME CONSTRUCTION (3)

This course introduces theatrical costume construction techniques, procedures, and overall process. Students develop basic machine and hand-sewing skills, become familiar with costume-shop tools and equipment, pattern development, and all aspects of costume building. Also involves costume history, millinery, costume props, and accessories. Extra class laboratory hours for semester theatrical productions are required. Prerequisite: THEA 111, 220, or 230.

THEA 305 TECHNICAL THEATRE WITH LAB (4)

This course covers the primary technical process, the behind-the-scenes work, necessary to mount a theatrical production. It involves stagecraft vocabulary, set construction, lighting and sound technology, stage management, production organization, and theatre architecture. In the technical theatre lab portion of this course, students learn how to put theory into practice in the support of the semester's theatrical productions. It involves the construction and installation of sets, hanging and focusing lights, and the installation and configuration of the sound system. Hours outside scheduled class time will be required, including some weekends.

THEA 315 THEATRE PRACTICUM II FOR NON-MAJORS (1)

A course for non-majors / non-minors only. Students serve on a faculty-supervised running crew for a minimum of 30 crew hours (most productions and projects will require more hours). This course is repeatable for up to 3 units.

THEA 316 THEATRE PRACTICUM II (1)

A course for majors and minors only. Students serve on a faculty-supervised running crew for a minimum of 30 crew hours (most productions and projects will require more hours). This course is repeatable for up to three units.

THEA 320 SCENIC DESIGN (3)

This course is an advanced study of theatrical set design. It involves script analysis, research, sketching, model building, drafting and presentations. Students are required to attend theatrical productions, both on and off campus. Prerequisite: THEA 220.

THEA 330 COSTUME DESIGN (3)

This course is an advanced study of the process of costuming a theatrical production. It involves how the social impact of clothes translates to theatrical costuming, visual and textual research, play analysis, costume history, rendering, design elements, production procedures, and collaboration with other artists. Prerequisite: THEA 220.

THEA 340 VOICE AND SPEECH (3)

This course will integrate various vocal training approaches and methods in order to encourage vocal growth in the areas of breath support, clarity of speech, diction, and range. It is specifically designed for actors, but can benefit anyone interested in public speaking or in communicating with more clarity and confidence. It involves cultivating vocal potential and performing monologues, scenes, and poetry. Prerequisite: THEA 111 or 230.

THEA 350 MOVEMENT FOR ACTORS (3)

This course focuses on physical communication through exploring personal habit, body language, character development, transformation, and style through physical action. Prerequisite: THEA 111 or 230.

THEA 360W THEATRE HISTORY (3)

Centering on the contributions of theatre in mirroring cultures, this course examines the roots and development of world theatre, from ancient Greece to modern realism. It involves, along with the reading of plays, the historical approaches to studying the creation of theatre. Prerequisite: THEA 111.

THEA 365W PLAYWRITING (3)

This course will focus writing scenes and creating work in playwriting format through reading, writing and acting exercises. A final project is the writing of an original one-act play. Prerequisite: THEA 111, 230, or ENGL 121.

THEA 369 CONTEMPORARY THEATRE (3)

This course examines diverse contemporary plays, including alternative and avant-garde forms of theatre. It involves textual analysis, production history, and critical theory as is applicable to current dramatic criticism and interpretation. Prerequisite: THEA 111 or permission of instructor.

THEA 370 PERFORMANCE STUDIES (3)

This course focuses on the critical terms and practices of the contemporary study of performance. Several key terms and important genres of artistic and social performance will be engaged through an in-depth analysis of live and recorded performances as well as performance texts. The course will draw disciplinary methodologies from anthropology and ethnography in addition to employing concepts from literary and cultural theory. Projects combine

written and performance elements to help students develop as scholar-practitioners.

THEA 375C THEATRE AND COMMUNITY (3)

This course focuses on the use of theatre and performance as a means of exploring social and political issues. Students will examine the skills needed to create theatre for and about specific communities and their concerns. It involves all levels of creation, including researching, interviewing, writing, and performing. When available and appropriate, students will be guided in establishing partnership building with community-based organizations. Cross-listed with community service-learning. Prerequisite: THEA 111, 230, or permission of instructor.

THEA 385 ACTING FOR THE MUSICAL THEATRE (3)

This course cultivates the skills of analyzing, interpreting, and performing the two primary texts of the musical theatre song: lyrics and music. By learning the performer's mind/body connection through researching musical theatre repertoire, students ultimately are prepared for an effective musical theatre singing audition. Prerequisite: THEA 230.

THEA 435 ACTING III (3)

This course will focus on performing classical texts. Students will address the challenges of heightened language, rhetoric, argumentation, style, scansion, poetry, and period movement. Prerequisites: THEA 230, 302.

THEA 445 PRODUCING AND DIRECTING (3)

This course examines the process of producing and directing for the theatre. It involves choosing a play, securing performance rights, paying royalties, negotiating contracts, casting, scheduling, design collaboration, script analysis, actor coaching, blocking, publicity, marketing, and house management. Prerequisites: THEA 230, 305.

THEA 455 STAGE MANAGEMENT (3)

This course, by examining the role of the stage manager in the theatrical process, prepares students for practical experience and employment in educational or professional theatre, as well as for developing stage management skills in other arts-related or non-related fields. It involves field experience/observation of productions on and off campus. Prerequisites: THEA 116, 230, 305/305L.

THEA 494 SPECIAL TOPICS IN THEATRE (3)

Courses examining specific aspects of theatre not covered in other classes. See program listing each semester. Prerequisite: Permission of instructor.

Theology and Religious Studies

Ronald A. Pachence, PhD, CHAIR

María Pilar Aquino, STD

Susie Paulik Babka, PhD

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Bahar Davary, PhD

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Maria Pascuzzi, STD, SSL

Patricia A. Plovnick, PhD

Emily Reimer-Barry, PhD

Karen Teel, PhD

Karma Lekshe Tsomo, PhD

Theology and the study of religion reflect upon the existence and nature of God, the human experience of God, and God's revelation in the world. In this department, the Roman Catholic tradition is pre-eminent within a curriculum that is both ecumenical and cross-cultural. Since all upper-division courses presuppose a religious studies foundation, students are expected to have completed at least one lower-division course before enrolling in upper-division courses. Students are advised to attend to the various prerequisites specified for upper-division courses.

The Theology and Religious Studies Major

Major Requirements – 36 units

Lower-division

THRS 116 and one other course

Upper-division

- One course from THRS 312-321
- Either 341 or 342
- One course from 381-388
- 360, 364, 495W, 496W
- 12 upper-division elective units

Majors may concentrate in specific areas of study through careful distribution of their elective units, including biblical studies, theological ethics, systematic theology, world

religions, church history, etc. It is important to select an advisor specialized in one's area of interest.

The Theology and Religious Studies Minor

Minor Requirements – 18 units

Lower-division

THRS 116 and one other course

Upper-division

THRS 360 or 364, and 9 other elective units

Theology and Religious Studies Courses (THRS)

THRS 110 THE NATURE OF RELIGION (3)

An introduction to the study of religion, investigating universal constants in religious experience, such as myths, symbols, ethical values, and concern with the meaning of life and death.

THRS 112 INTRODUCTION TO WORLD RELIGIONS (3)

A survey of the major religious traditions of the world, focusing on an understanding of the religious world views and practices that shape culture across the globe. Selected readings from these traditions, which will include Christianity, the religions of India and East Asia, Judaism, Islam, and the religions of indigenous oral cultures.

THRS 114 INTRODUCTION TO CATHOLIC THEOLOGY (3)

This course is an introductory survey designed to prepare students for upper-division courses in Christian theology. Topics may include the scriptures, history of the Church and/or theology, the nature of theological discourse, introduction to theological terms and definitions, and examination of select topics or issues in theology. Emphasis will be placed on the constitutive dimensions and characteristics of the Roman Catholic tradition.

THRS 116 INTRODUCTION TO BIBLICAL STUDIES (3)

A study of the Old and New Testaments and their formation, historical character, primary themes, and interpretation.

THRS 119 CHRISTIANITY AND ITS PRACTICE (3)

An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life.

THRS 312 HINDU FAITH AND PRACTICE (3)

A historical and systematic study of Indian religion from the Vedic revelation to modern theologians, with special emphasis on points of contact between Hindu and Christian thought. Prerequisite: THRS 110, 112, or consent of instructor.

THRS 313 JEWISH FAITH AND PRACTICE (3)

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Prerequisite: THRS 110, 112, 116, or consent of instructor.

THRS 314 BUDDHIST FAITH AND PRACTICE (3)

An introduction to the academic study of Buddhism. The course systematically explores the historical development, philosophical premises, religious practices, social institutions, and cultural expressions of the world's Buddhist traditions, with special emphasis on points of contact between Buddhist and Christian thought. Prerequisite: THRS 110, 112, or consent of instructor.

THRS 315 ISLAMIC FAITH AND PRACTICE (3)

A study of the life of the prophet Muhammad, the fundamentals of the message of the Qur'an, its relationship to Judaism and Christianity, and questions which Islam poses in modern history. Prerequisite: THRS 110, 112, or consent of instructor.

THRS 320 NATIVE AMERICAN RELIGIOUS TRADITIONS (3)

A historical and systematic investigation into the spiritual contribution of Native Americans, their ethos, and their meaning for Christianity and the future of humanity. Prerequisite: THRS 110, 112, or consent of instructor.

THRS 321 AFRO-LATIN RELIGIONS (3)

This course studies the three main religions of African origins in Latin America and the United States. Lukumí/Candomblé, Vodoun, and Umbanda are approached and interpreted from diverse perspectives: historical, cultural, theological, etc. Their formation and development are contextualized in the Latin American experience of slavery. Their contemporary significance is discussed. Prerequisite: THRS 110, 112, 358, or consent of instructor.

THRS 330 FOUNDATIONS OF CHRISTIAN ETHICS (3)

A study of the life of Christian discipleship, centered on the development of moral character, on the role of communities in the living of Christian life, and on norms for the personal and social actions of Christians. Prerequisite: THRS 114, 116, or 119, or consent of instructor.

THRS 334 CHRISTIAN SOCIAL ETHICS (3)

A study of the Christian community's relation to civil society and of socioethical problems in light of Christian tradition. Prerequisite: THRS 114, 116, or 119, or consent of instructor.

THRS 335 CATHOLIC SOCIAL THOUGHT (3)

A study of modern Catholic social teaching with a focus on major official Catholic documents since the late nineteenth century that have dealt with moral issues of contemporary social problems: from the economic aftermath of the Industrial Revolution to globalization, international

relations, environmental change, and contemporary warfare. Prerequisite: THRS 114, 116, or 119, or consent of instructor.

THRS 341 CHRISTIAN WORSHIP (3)

An introduction to the study of Christian liturgy through an examination of the history of liturgical practice, of myth and symbol as dimensions of sacramentality, and of theological and cultural principles of celebration. Prerequisite: THRS 114, 116, or consent of instructor.

THRS 342 CHRISTIAN SACRAMENTAL PRACTICE (3)

A study of the practice, history, and theology of Christian initiation, eucharist, penance, anointing of the sick, holy orders, and matrimony. Prerequisite: THRS 114, 116, or consent of instructor.

THRS 343 CHRISTIAN MARRIAGE (3)

A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament. Prerequisite: THRS 114, 116, 119, or consent of instructor.

THRS 353 EARLY CHRISTIANITY (3)

A study of the theology and religious practices of the first five centuries of Christianity. Prerequisite: THRS 114, 116, 119, or consent of instructor.

THRS 354 THE MEDIEVAL CHURCH (3)

A study of the theology and religious practices of Western Christianity from the sixth through the 15th centuries. Prerequisite: THRS 114, 116, 119, or consent of instructor.

THRS 355 THE REFORMATION ERA (3)

A study of the theologies and religious traditions leading to, and expressed in, diverse ecclesial communities in Christianity during the 16th and 17th centuries. Prerequisite: THRS 114, 116, 119, or consent of instructor.

THRS 356 CATHOLICISM IN THE UNITED STATES (3)

The history of the Catholic Church in the United States of America and theological reflection upon its unique development and characteristics. Prerequisite: THRS 114, 116, 119, or consent of instructor.

THRS 357 PROTESTANTISM IN THE UNITED STATES (3)

The history, theology, and cultural developments of Protestants in the United States, including the following denominational families: Episcopalians, Baptists, Methodists, Presbyterians, Holiness/Pentecostals, Congregationalists, Lutherans, and the Disciples of Christ. Prerequisite: THRS 112, 116, 119, or consent of instructor.

THRS 358 LATINO / A CATHOLICISM (3)

A culturally contextualized study of the beliefs and practices of Latino/a Catholics in the U.S., with particular emphasis on popular Catholicism. Prerequisite: THRS 114, 116, 119, or consent of instructor.

THRS 360 JESUS IN CHRISTIAN TRADITION (3)

A critical investigation of the person and ministry of Jesus in light of Scripture and the Christian tradition.

Prerequisite: THRS 114, 116, 119, or consent of instructor.

THRS 361 CHRISTIAN UNDERSTANDING OF THE HUMAN PERSON (3)

A theological exploration of the meaning and dignity of human persons in terms of their relationships to God and to creation. Prerequisite: THRS 114, 116, 119, or consent of instructor.

THRS 362 CHRISTIAN UNDERSTANDINGS OF SALVATION (3)

An examination of Christian understandings of salvation from biblical, historical, and contemporary perspectives.

Prerequisite: THRS 116 or consent of instructor.

THRS 363 BELIEF AND UNBELIEF (3)

An investigation in the context of modern atheism and secular humanism into the validity of the claim of religion to speak truthfully of God and to describe the adequate response of human beings to the divine being.

THRS 364 THEOLOGY OF THE CHURCH (3)

An investigation of the origin, nature, and function of the Church, primarily from the Catholic perspective.

Prerequisite: THRS 114, 116, 119, or consent of instructor.

THRS 366 THE PROBLEM OF GOD (3)

The questions What is God?, Does God exist? and What does it mean to believe in God? are investigated against the background of classical theism and modern thought.

THRS 367 FEMINIST THEOLOGY (3)

An exploration of contemporary feminist theologies from the Christian perspective to gain knowledge of their contributions and challenges to the whole of the Christian tradition. Included is a survey of historical emergence, methods and approaches, major theological themes, tasks, and spirituality. Prerequisite: THRS 112, 114, 116, or 119.

THRS 368 LATINO / A THEOLOGIES (3)

An analysis of the contexts, methods, major themes, authors, and texts of Latino/a theologies. Liberation and cultural theologies will be emphasized. Prerequisite: THRS 116 or consent of instructor.

THRS 369 LIBERATION THEOLOGY (3)

A study of the origin, characteristics, method, central themes, and current expressions of liberation theology. Special emphasis on the understanding of revelation, God, Jesus Christ, the Church, the human being, Christian ethics, social justice, and Christian spirituality. Prerequisite: THRS 114, 116, or 119.

THRS 370 GENDER AND RELIGION IN THE UNITED STATES (3)

An examination of religion's role in shaping womanhood and manhood, and the roles men and women have played

in shaping religious communities in the U.S. Prerequisite: THRS 112, 119, or consent of instructor.

THRS 371 CULTS AND SECTS IN THE UNITED STATES (3)

An examination of new religious movements commonly called cults and sects in the U.S. Prerequisite: THRS 112, 119, or consent of instructor.

THRS 381 THE FIVE BOOKS OF MOSES (3)

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) and their composition and most important themes and concepts. Prerequisite: THRS 116 or consent of instructor.

THRS 382 THE PROPHETIC TRADITIONS OF ISRAEL (3)

A study of Old Testament prophets in their historical, social, and political backgrounds. Prerequisite: THRS 116 or consent of instructor.

THRS 383 THE GOSPELS OF MATTHEW, MARK, AND LUKE (3)

A study of the sayings and deeds of Jesus as handed down by the early Christians and recorded in the first three Gospels. Prerequisite: THRS 116 or consent of instructor.

THRS 385 PAUL, THE MAN AND HIS MESSAGE (3)

A study of Paul, his social-historical context, and his theological thought. Prerequisite: THRS 116 or consent of instructor.

THRS 386 JOHANNINE THEOLOGY (3)

A study of the Gospel and the letters of John. Prerequisite: THRS 116 or consent of instructor.

THRS 388 THE WORLD OF THE BIBLE (3)

A study of historical, political, social, cultural, and religious issues of selected periods of biblical history.

THRS 390 THE HOLOCAUST: DEATH OF GOD OR DEATH OF HUMANITY? (3)

A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians.

THRS 494 TOPICS IN THEOLOGY AND RELIGIOUS STUDIES (3)

A study of selected major figures or problems or movements or periods in either Christianity and/or other religions. Specification will be made by the instructor. Prerequisite: consent of instructor.

THRS 495W-496W SENIOR RESEARCH SEMINAR (3)

This is a two-semester, capstone course to assist majors in producing an original research project. Students will register for one unit in the fall semester and two units in the spring. During the fall, students will meet once a week in order to learn research methods, including the establishment of an adequate bibliography for a major paper and the delineation of a topic, and to acquire facility in the use of a manual of style. The approved topic will result in a substantial research paper to be completed and presented in the spring. The spring sessions will also include student

assessment of the major. Not available for core curriculum credit. Required for majors of at least junior status; other students must have consent of the department chair.

THRS 499 DIRECTED INDIVIDUAL STUDY (1-3)

Prerequisite: consent of instructor and approval of the department chair and the dean.

Women's and Gender Studies

PROGRAM COORDINATOR

Lori Watson, PhD, Philosophy

The Women's and Gender Studies Minor

Gender studies is an interdisciplinary academic minor that takes as its focus the history, development, and consequences of culturally acquired sexual identities. It is a field of study as complex as the many disciplines it weaves together. At USD, those disciplines include anthropology, business, communication, economics, English, French, philosophy, political science, psychology, religion, and sociology. Gender studies addresses such topics as the acquisition of gender identity across cultures; the influence of gender upon spirituality, moral choice, creativity, and language use; the relationship of gender to a wide spectrum of social problems such as poverty and violence; and the history of various gender-related issues such as family life, marriage, reproduction, divorce, child rearing, sexual behavior, and sexual orientation.

The gender studies minor is an 18 unit program that includes the following requirements:

1. GNDS 101, Introduction to Women's and Gender Studies (3)
2. Two lower- or upper-division elective courses to be selected from a list generated each semester by the program coordinators or from the courses listed below in this course catalog.
3. Two elective upper-division courses to be selected from a list generated each semester by the program coordinators or from the courses listed below in this bulletin. Thus 3-9 units of lower-division work, and 9-15 units of upper-division coursework are required.
4. Two of the four elective courses listed in items 2 and 3 above must be in the humanities and two must be in the social sciences.
5. GNDS 495, Advanced Women's and Gender Studies (3)

Women's and Gender Studies Courses (GNDS)

GNDS 101 INTRODUCTION TO WOMEN'S AND GENDER STUDIES (3)

An interdisciplinary introduction to such issues as gender socialization; men, women, and friendship; men, women, and romance; gender and communication; gender and language; gender and the media; gender and morality; gender and economics; gender and ways of knowing; gender and spirituality; etc.

GNDS 494 TOPICS IN WOMEN'S AND GENDER STUDIES (3)

An advanced course focusing on topics of interest and importance to the study of gender. For example, topics

might include such subjects as violence against women; the men's movement; contemporary theories of love relationships; and lesbian, gay, and bi-sexual issues. This course may be repeated for credit when the topic changes. Students must have completed 12 units of coursework in the gender studies minor or have consent of the instructor.

GNDS 495 ADVANCED WOMEN'S AND GENDER STUDIES (3)

A capstone seminar course devoted to advanced study in the field, supplemented by directed research in students' areas of primary interest in their majors. When appropriate, it may include an internship component. The research experience will culminate in a symposium.

GNDS 499 INDEPENDENT STUDY (1-3)

A program of advanced study in an area of special interest, arranged between the student and the instructor. The independent study must include at a minimum extensive readings, consistent consultations with the sponsoring instructor, and a final report or project. Prerequisite: Approval of one of the gender studies program coordinators.

Interdisciplinary Courses

Courses in this edition of the undergraduate catalog that count toward the women's and gender studies minor are listed below. Other courses that will count toward the minor will be provided on a semester-by-semester basis. Students should select their courses in consultation with one of the program coordinators. Please see the full course descriptions under the appropriate departmental listings.

Social Sciences

- COMM 325 Interpersonal Communication (3)*
- COMM 432 Film and Cultural Politics (3)
- COMM 445 Gender Communication (3)
- COMM 482 Children and Media (3)
- COMM 494 Feminist Rhetoric (3)
- POLS 316D Sex, Power and Politics (3)
- PSYC 359D Health Psychology of Women and Ethnic Groups (3)
- SOCI 101D Intro to Sociology (3)*
- SOCI 311 Popular Culture (3)
- SOCI 320 U.S. Society (3)
- SOCI 353 Marriage and the Family (3)
- SOCI 357 Inequality and Stratification (3)
- SOCI 359D Gender thru the Prism of Difference (3)
- SOCI 369D Sexualities (3)
- SOCI 388 Sports in Social Context (3)
- SOCI 464 Community, Consensus, Commitment (3)*
- SOCI 494 Race and Performance (3)
- SOCI 494 Women in Poverty (3)

Humanities

- ENGL 121 Composition and Literature (3)*
- ENGL 223 Growing-up Fiction (3)
- ENGL 224 Women's Literature (3)
- ENGL 224H Women Writers (3)
- ENGL 225 Chicano Lives (3)
- ENGL 228 Literature in Violent Times (3)
- ENGL 231 Children Literature (3)
- ENGL 342 Romanticism (3)
- ENGL 358 U.S. Ethnic Literature (3)
- ENGL 374 Gender and Literature (3)
- ETHN 110 Ethnic Identity in the United States (3)*
- ETHN 494 African Americans Civil Rights (3)
- ETHN 494 Race and Performance (3)
- ETHN 494 Race, Gender vs Mex Border (3)
- FREN 414 French Women Writers (3)
- HIST 323 Medieval Women (3)
- HIST 331 Renaissance Europe (3)
- HIST 346 Modern European Women and Politics (3)
- HIST 347 Modern European Women and Power (3)
- HIST 367 Women in East Asia (3)
- PHIL 111 Philosophy of Human Nature (3)*
- SPAN 302 Cultural History of Spain (3)*
- SPAN 426 Spanish Literature of the 18th and 19th Century (3)
- THRS 114 Foundations in Catholic Theology (3)*
- THRS 334 Christian Social Ethics* (3)
- THRS 367 Feminist Theology (3)
- THRS 370 Gender and Religion in the United States (3)

Business Administration

- MGMT 306 Women in Management (3)
- ECON 321 Women and Work (3)

* Students must consult with gender studies advisors to assure enrollment in the appropriate section



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The School of Business Administration

The School of Business Administration is committed to developing socially responsible leaders with a global outlook through academically rigorous, relevant, and values-based education and research.

The major goal of professional undergraduate business education in the School of Business Administration is to prepare students with an educational foundation for effective and responsible administrative and managerial leadership in both private and public organizations or related professional activities. This goal implies educating persons to be responsible adults in all aspects of their lives in an era of dynamic change. It implies that we aim to educate persons as highly competent professionals who strive for the achievement of the highest values and goals.

The basic orientation of the School is professional, and this dictates a three-part curriculum. The first and most important part is the core curriculum, USD's general education program. An effective leader and professional in this era of change and challenge must be a liberally educated person. It is necessary that our students learn the indispensable competencies of written literacy, mathematical competency, and critical reasoning. Furthermore, it is our objective to help students develop their own internalized value systems and appreciate the diversity of human experience. We believe that a liberal education is a necessary part of a professional education, and we have structured a curriculum that recognizes this as preparation for life.

The second part of the curriculum is the common-body-of-knowledge, those business courses required of all School of Business Administration graduates. This business core provides the foundation for a career as a manager or as a business-related professional. It provides the student with an understanding of the interaction between the firm and its environment, and an overall view of policy-making in an organization. This business core, combined with the quantitative and philosophy courses, is designed to help our students become professionals with highly analytical minds.

The third section of the curriculum provides the student an opportunity to specialize and prepare for an entry-level position in the first years of a career. These areas include majors in accounting, business administration, business economics, economics, finance, international business, marketing, and real estate. The goal of this portion of the curriculum is to provide the student with the

understanding necessary for the development of personal potential early in one's career.

Our goal is to graduate self-motivated persons who will be able to absorb and use an ever growing body of knowledge and changing technology, and to serve humankind in an ethical manner. The school, therefore, stresses values and the process of learning.

Advisory Boards and Committees

A number of advisory boards and committees have been established to assist various programs within the School of Business Administration in the following areas:

1. Developing and promoting relations between the USD School of Business Administration and the business, not-for-profit, and government communities.
2. Providing counsel and advice on existing and contemplated programs of the School of Business Administration.
3. Serving as liaisons between the USD School of Business Administration and the San Diego community, the state, and national sectors.
4. Advising the dean and the faculty on matters dealing with business programs, curricula, and activities.
5. Assisting in seeking sources of support for School of Business Administration programs and facilities.
6. Improving and facilitating recruiting and placement of graduates and alumni.
7. Advising the USD School of Business Administration on ways and means of effective utilization of human and physical resources in business research projects and programs.

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 Mr. Tom Olesen
 Mr. Mark Palamar, Qualcomm
 Ms. Jane Ryskamp, Amylin Pharmaceuticals, Inc.
 Mr. Peter Taylor, Solar Turbines, A Caterpillar Company
 Ms. Maria Thompson, Agile Sourcing Partners, Inc.
 Mr. Patrick Wade, WD-40 Company

Centers, Institutes, and Programs

John Ahlers Center for International Business

The John M. Ahlers Center for International Business was founded in 1994 with a generous endowment from the estate of John and Carolyn Ahlers to enhance international business education at USD. Given a lifetime of international business and service, the Ahlers believed that globalization had increased the need for managers to be developed with special skills and knowledge to handle the challenges and opportunities of an international marketplace. The Ahlers Center provides a number of programs to strengthen and acquire this needed expertise among the faculty, students, and the business community. These programs have resulted in faculty with international expertise who offer a variety of international courses and perspectives, and students who are interested and experienced in international business. These activities link faculty, students and international business leaders to share ideas and develop knowledge to operate more effectively in a global business environment.

The Ahlers Center, along with the International Center at USD, develops and coordinates study abroad programs during Intersession and Summer Sessions. These programs allow business students the opportunity, over a relatively short time period, to have a study abroad business-oriented experience. In addition to study abroad opportunities, the Ahlers Center annually sponsors International Executives-in-Residence, bringing business leaders to campus and the classroom. The Ahlers Center also invites distinguished international business faculty for special guest lectures or to offer courses as visiting faculty at USD.

All of these activities, and others, have created a Center of Excellence in International Business at USD that permeates throughout the curriculum and into a variety of programs.

Burnham-Moores Center for Real Estate

As a Center of Excellence within USD's School of Business Administration, the Burnham-Moores Center's mission is to deliver outstanding education, industry outreach, career services and cutting-edge research to advance socially responsible leadership in real estate.

The Burnham-Moores Center for Real Estate provides course offerings to real estate professionals at all levels of career development through various academic programs. World-class faculty, coupled with an extensive network of industry contacts, provide students with a one-of-a-kind educational experience that positions them for success.

Each year, the Center brings together over 2,000 industry and civic professionals through numerous conferences. Flagship events include an Annual Real Estate Conference, a Residential Real Estate Conference and a distinguished

lecture series, Breakfast at the BMC, which features top industry professionals.

The Burnham-Moores Center has unparalleled connections with the San Diego real estate community and beyond. Each year, more than 100 industry professionals serve as guest lecturers in undergraduate, graduate, and continuing education courses. Four Policy Advisory Board committees, made up of over 100 real estate professionals, provide invaluable services to students through internships, mentorships and job opportunities.

The Real Estate Society provides extracurricular activities for current students interested in real estate, including monthly programs on topics such as redevelopment and sustainable real estate and monthly field trips to unique real estate development projects. A real estate alumni association continues the lifelong relationships begun at USD and nurtured thereafter.

Undergraduate students can choose real estate as either a major or a minor. For additional information about the Burnham-Moores Center for Real Estate and its offerings, please go to www.usdrealstate.com.

Accountancy Institute

The Accountancy Institute was created to serve the educational and professional needs of the San Diego accounting community. The institute offers a variety of personalized educational opportunities including the tax boot camp, a certificate in financial planning, and other continuing professional education programs.

These, as well as other networking and personal growth opportunities, are available to our current students, our alumni, and other San Diego professionals from the accounting community. The University of San Diego Accountancy Institute's commitment to personalized leadership and ethics continues through our variety of professional opportunities offered by our faculty.

Supply Chain Management Institute

SCMI has helped to professionalize and shape the industry by providing supply chain management education to undergraduate, graduate and executive students for more than 25 years. The Institute provides students with purposeful opportunities to learn from leading practitioners in supply chain management through facility tours, guest speakers, interactive workshops and executive education. SCMI also assists students and alumni with career placement through its annual job fair and year-round access to leading corporations with opportunities for both internships and long-term placement. The student division

of the Institute, the Supply Chain Management Association (SCMA), along with the alumni division, the Supply Chain Management Alumni Association (SCMA2) also organizes opportunities for interaction with industry and professional organizations.

Undergraduate students, including those outside the SBA degree programs, have the opportunity to choose supply chain management courses as a minor. Nine units of supply chain management courses are required as part of the 18 unit overall requirement. Graduate students may choose from obtaining an MBA with an emphasis in supply chain management or a Master of Science in Supply Chain Management (MS-SCM). The MS-SCM degree is the first and only master's degree to receive approval by the prestigious Institute for Supply Management (ISM), the largest supply management association in the world. The MS-SCM degree is also the only U.S. degree accredited by the Chartered Institute for Purchasing and Supply (CIPS).

Responsible Enterprise Initiative

The mission of the Responsible Enterprise Initiative (REI) is to prepare new generations of "change makers" building a sustainable world through innovative thinking and action, integrating business principles and effective management with unique ideas for peace building and poverty alleviation. A collaborative effort between the School of Business Administration and the Joan B. Kroc School of Peace Studies, REI assists in creating new enterprise paradigms and solutions, especially in unstable, volatile locations in the world.

School of Business Administration Requirements

Students become eligible for upper-division School of Business Administration courses with the approval of the School of Business Administration Advising Center and upon completion of:

1. 60 units
2. the business major orientation program
3. Math 130 or 150 with a grade of C- or better.

As a degree requirement, all School of Business Administration majors must successfully complete the Professional Development Passport Program administered through the undergraduate programs office. To complete the passport program successfully a student must attend a series of pre-approved professional development events while a USD business major.

Bachelor of Accountancy

The School of Business Administration offers a program leading to the degree of Bachelor of Accountancy. The program prepares students for careers in public accounting, accounting within industry, and governmental accounting as outlined in the accountancy program mission statement shown below:

The mission of the USD accountancy program is to develop accountants – through the use of personalized, innovative teaching methods developed by faculty who are active in the production and dissemination of knowledge – who have the skills to compete in a diverse and fast-changing global professional environment.

Students interested in a combined Bachelor of Accountancy/Master of Science in Accountancy or Bachelor of Accountancy/Master of Science in Taxation programs should consult the Graduate Bulletin for program details.

Students in the Bachelor of Accountancy program should consult with an accounting faculty advisor about the courses to elect in order to prepare for the Certified Public Accountant (CPA) Examination, the Certification in Management Accounting (CMA) Examination, graduate work in fields of study related to accountancy, or specific fields of government employment.

As discussed below, the degree program allows students to select an option within the accountancy concentration that fits their career goals. These options allow students to acquire both accountancy skills and skills from specified business fields that are highly related to accountancy. Students should consult with an accounting faculty advisor about their career goals before selecting a concentration option.

The School of Business Administration is accredited by the AACSB International – The Association to Advance Collegiate Schools of Business. The Bachelor of Accountancy program also holds AACSB accounting program accreditation.

Lower-division Preparation for the Major (22-23 units)

Lower-division requirements for the major are:

1. third semester competency in a second language
2. completion of the following courses with a grade point average of 2.0 or better with no grade below C- (Transfer courses must be C or better).

ACCT 201	Principles of Financial Accounting
ACCT 202	Principles of Managerial Accounting
ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
ECON 216	Statistics for Business and Economics

ITMG 100 Information Systems
 MATH 130 Survey of Calculus
 or 150 or Calculus I

Major in Accountancy (48-51 units)

The courses in the major serve two purposes: 1) they give students a broad background in the major functional areas of business administration (i.e., a business component); and, 2) they allow students to focus on the field of accountancy (i.e., an accountancy component).

Students in the Bachelor of Accountancy program must satisfy the USD core curriculum requirements as set forth in the bulletin, lower-division requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business Component (24 units)

DSCI 300 Management Science
 DSCI 303 Operations Management
 ETLW 302D Business and Society
 ETLW 311 Business Law I
 FINA 300 Financial Management
 MGMT 300 Organizational Behavior
 MGMT 490 Strategic Management
 MKTG 300 Fundamentals of Marketing

2. Accountancy Component (24 or 27 units)

Students must complete the requirements of one of the following Accountancy Component options:

Option 1: Accountancy Option (24 units)

This option provides a primary emphasis in accountancy that is recommended for students who desire careers in public accounting and who plan on taking the Certified Public Accountant (CPA) Examination. This option is also

recommended for students interested in industry related accounting careers where the Certificate in Management Accounting (CMA) is desirable. This option requires the following:

ACCT 300 Intermediate Accounting I
 ACCT 301 Intermediate Accounting II
 ACCT 302 Cost Accounting
 ACCT 303 Accounting Information Systems
 ACCT 306 Federal Tax Accounting I
 ACCT 401 Advanced Accounting
 ACCT 408 Auditing

Select one of the following electives:

ACCT 407 Federal Tax Accounting II
 ETLW 312 Business Law II

Option 2: Accountancy and Supply Chain Management Combination (27 units)

This option provides a primary emphasis in accountancy and a secondary emphasis in Supply Chain Management. In particular, students interested in careers requiring both accountancy skills and supply chain management skills should consider this Bachelor of Accountancy degree program option. This option requires the following:

ACCT 300 Intermediate Accounting I
 ACCT 301 Intermediate Accounting II
 ACCT 302 Cost Accounting
 ACCT 303 Accounting Information Systems
 ACCT 306 Federal Tax Accounting I
 BSCM 300 Global Purchasing and Supply Management
 BSCM 302 Supply Chain Management

Select one of the following ACCT elective courses:

ACCT 401 Advanced Accounting
 ACCT 407 Federal Tax Accounting II

Recommended Program of Study Bachelor Of Accountancy Option 1: Accountancy

Freshman Year Semester I

Preceptorial (3)
 ECON 101 (3)
 MATH 115 (3)
 CC or electives (6-7)

Semester II

ECON 102 (3)
 MATH 130 (3)
 or MATH 150 (4)
 CC or electives (9-10)

Sophomore Year Semester I

ACCT 201 (3)
 ECON 216 (4)
 CC or electives (9)

Semester II

ACCT 202 (3)
 ITMG 100 (3)
 CC or electives (9-10)

Junior Year Semester I

ACCT 300 (3)
 ACCT 302 (3)
 FINA 300 (3)
 MGMT 300 (3)
 CC or elective (3-4)

Semester II

ACCT 301 (3)
 ACCT 303 (3)
 ETLW 302D (3)
 MKTG 300 (3)
 CC or elective (3-4)

Senior Year Semester I

ACCT 306 (3)
 ACCT 401 (3)
 DSCI 300 (3)
 ETLW 311 (3)
 CC or elective (3-4)

Semester II

ACCT 408 (3)
 DSCI 303 (3)
 ETLW 312 (3) or
 ACCT 407 (3)
 MGMT 490 (3)
 CC or elective (3-4)

ACCT 408 Auditing

Select one of the following courses:

BSCM 303 Strategic Cost Management

BUSN 377 Negotiation

Any other BSCM prefixed course numbered above 303

Option 3: Accountancy and Finance/Real Estate Combination (27 units)

This option provides a primary emphasis in accountancy and a secondary emphasis in finance or real estate. In particular, students interested in careers requiring both accountancy skills and finance or real estate skills should consider this Bachelor of Accountancy degree program option. This option requires the following:

ACCT 300 Intermediate Accounting I

ACCT 301 Intermediate Accounting II

ACCT 302 Cost Accounting

ACCT 303 Accounting Information Systems

ACCT 306 Federal Tax Accounting I

Select one of the following ACCT elective courses:

ACCT 401 Advanced Accounting

ACCT 407 Federal Tax Accounting II

ACCT 408 Auditing

Select three of the following Finance/Real Estate elective courses:

FINA 401 Commercial Bank Management

FINA 402 Investments

FINA 404 Advanced Corporate Finance

FINA 405 International Financial Management

FINA 406 Personal Finance

FINA 407 New Venture Finance

FINA 408 Financial Statement Analysis

FINA 494 Special Topics

REAL 320 Principles of Real Estate

REAL 325 Financing Residential Real Estate

REAL 327 Legal Aspects of Real Estate

REAL 328 Commercial Real Estate Valuation

REAL 494 Special Topics

Option 4: Accountancy and Information Systems/Technology Combination (27 units)

This option provides a primary emphasis in accountancy and a secondary emphasis in information systems and technology. This combination is developed for accountancy students who are geared toward careers in public accounting, industry, or government where both accounting- and technology-based information systems skills and knowledge are required. In particular, students interested in careers requiring accountancy skills, information systems skills, and related information technology based skills should consider this Bachelor of Accountancy degree program option. This option requires the following:

ACCT 300 Intermediate Accounting I

ACCT 301 Intermediate Accounting II

ACCT 302 Cost Accounting

ACCT 303 Accounting Information Systems

ACCT 306 Federal Tax Accounting I

Select one of the following ACCT elective courses:

ACCT 401 Advanced Accounting

ACCT 407 Federal Tax Accounting II

ACCT 408 Auditing

Select three of the following ITMG elective courses:

ITMG 310 Structured Programming for

Business Applications

ITMG 320 Database Design and Implementation

Recommended Program of Study Bachelor Of Accountancy Option 2: Accountancy and Supply Chain Management

Freshman Year**Semester I**

Preceptorial (3)

ECON 101 (3)

MATH 115 (3)

CC or Electives (6-7)

Semester II

ECON 102 (3)

MATH 130 (3) or

MATH 150 (4)

CC or Electives (9-10)

Sophomore Year**Semester I**

ACCT 201 (3)

ECON 216 (4)

CC or Electives (9)

Semester II

ACCT 202 (3)

ITMG 100 (3)

CC or Electives (9-10)

Junior Year**Semester I**

ACCT 300 (3)

ACCT 302 (3)

FINA 300 (3)

MGMT 300 (3)

CC or Elective (3-4)

Semester II

ACCT 301 (3)

ACCT 303 (3)

BSCM 300 (3)

ETLW 302D (3)

MKTG 300 (3)

Senior Year**Semester I**

ACCT 306 (3)

BSCM 302 (3)

DSCI 300 (3)

ETLW 311 (3)

CC or Elective (3-4)

Semester II

BSCM Elective (3)

DSCI 303 (3)

MGMT 490 (3)

ACCT elective (3)

CC or Elective (3-4)

ITMG 330	Electronic Commerce
ITMG 340	Website Design
ITMG 350	Management Information Systems
ITMG 360	Data Communications and Networks
ITMG 440	Internet Programming (website Design II)
ITMG 494	Special Topics

Grade Point Average Requirements and Transfer Restrictions

The 48 or 51 semester-hours taken within the business component courses and the selected accounting component option courses will be considered the major courses for the Bachelor of Accountancy program. Students must have a grade point average of 2.0 or better in these major courses with a minimum grade of C- in at least 24 of the upper-division major hours contained within the major courses.

Additionally, all classes taken within the selected accounting component option must be completed with a grade point average of 2.0 or better, with no individual course grade below C-.

The accounting major requires a minimum of 18 upper-division units in the major be completed at USD. Students in the Bachelor of Accountancy program may transfer no more than two courses in upper-division accounting to USD.

Bachelor of Business Administration

The School of Business Administration offers a program leading to the degree of Bachelor of Business Administration, with majors in business administration, business economics, finance, international business, marketing, and real estate.

Lower-division Preparation for the Majors (22-23 units)

Lower-division requirements for the majors are:

1. third semester competency in a second language

2. completion of the following courses with a grade point average of 2.0 or better with no grade below C- (Transfer courses must be C or better).

ACCT 201	Principles of Financial Accounting
ACCT 202	Principles of Managerial Accounting
ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
ECON 216	Statistics for Business and Economics
ITMG 100	Information Systems
MATH 130 or 150	Survey of Calculus or Calculus I

Major in Business Administration (39 units)

The business administration major prepares students for careers in business management, public administration, and entrepreneurial ventures, as well as graduate study in business. The courses in the business administration major serve two purposes: 1) they give students a broad background in the major functional areas of business administration; and, 2) they give students electives to explore their interests in the field of business administration.

Students majoring in business administration must satisfy the USD core curriculum requirements as set forth in this bulletin, lower-division requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business Component (24 units)

DSCI 300	Management Science
DSCI 303	Operations Management
ETLW 302D	Business and Society
ETLW 311	Business Law I
FINA 300	Financial Management
MGMT 300	Organizational Behavior
MGMT 490	Strategic Management
MKTG 300	Fundamentals of Marketing

Recommended Program of Study, Bachelor of Business Administration

Freshman Year Semester I

Preceptorial (3)
ECON 101 (3)
MATH 115 (3)
CC or electives (6-7)

Semester II

ECON 102 (3)
ITMG 100 (3)
MATH 130 (3) or
MATH 150 (4)
CC or electives (6-7)

Sophomore Year Semester I

ACCT 201 (3)
ECON 216 (4)
CC or electives (9)

Semester II

ACCT 202 (3)
CC or electives (12-13)

Junior Year Semester I

FINA 300 (3)
MGMT 300 (3)
MKTG 300 (3)
CC or electives (6-7)

Semester II

DSCI 300 (3)
ETLW 302D (3)
Major elective (3)
CC or electives (6-7)

Senior Year Semester I

DSCI 303 (3)
ETLW 311 (3)
Major elective (6)
CC or electives (3-4)

Semester II

MGMT 490 (3)
Major elective (6)
CC or electives (6-7)

2. Elective Component (15 units)

FINA 401-494 Finance elective (3 units required)
 MGMT 301-494 Management elective (3 units required)
 MKTG 301-494 Marketing elective (3 units required)
 SBA upper-division electives (6 units required)

The business administration major requires a minimum of 24 upper-division units in the major be completed at USD.

Major in Business Economics (39 units)

The business economics major prepares students for careers in business management or public administration and for post-baccalaureate studies in business, economics, or law. The courses in the business economics major serve two purposes: 1) they give students a broad background in the major functional areas of business administration; and 2) they allow students to focus on the field of economics.

Students majoring in business economics must satisfy the USD core curriculum requirements as set forth in this bulletin, lower-division requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business Component (18 units)

DSCI 303 Operations Management
 ETLW 302D Business and Society
 ETLW 311 Business Law I
 FINA 300 Financial Management
 MGMT 300 Organizational Behavior
 MKTG 300 Fundamentals of Marketing

2. Economics Component (21 units)**Required courses (15 units)**

ECON 201 Intermediate Microeconomics
 ECON 202 Intermediate Macroeconomics
 ECON 370 Applied Econometrics
 ECON 373 Managerial Economics
 ECON 490W Senior Seminar

Elective courses (six units)

Any pre-approved ECON upper-division elective

The business economics major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 units must be in economics.

Major in Finance (39 units)

The finance major prepares students for careers in corporate financial management, investment banking, international finance, commercial bank management, financial planning and the financial services industry.

Students majoring in finance must satisfy the USD core curriculum requirements as set forth in this bulletin, lower-division requirements for the major, the Professional

Development Passport Program and all of the following major requirements:

1. Business component (24 units)

DSCI 300 Management Science
 DSCI 303 Operations Management
 ETLW 302D Business and Society
 ETLW 311 Business Law I
 FINA 300 Financial Management
 MGMT 300 Organizational Behavior
 MGMT 490 Strategic Management
 MKTG 300 Fundamentals of Marketing

2. Finance Component (15 units)**Required courses (nine units)**

FINA 402 Investments
 FINA 404 Advanced Corporate Finance
 FINA 405 International Financial Management

Elective Courses (six units)

Select two of the following courses:

ACCT 300 Intermediate Accounting I
 FINA 401 Commercial Bank Management
 FINA 406 Personal Finance
 FINA 407 New Venture Finance
 FINA 408 Financial Statement Analysis
 FINA 494 Special Topics
 REAL 325 Financing Residential Real Estate
 OR
 REAL 326 Commercial Real Estate Finance and Investment, but not both.

Any pre-approved elective, which may include a BUSN 498 internship.

The finance major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 units must be in finance.

Major in International Business (42 units)

The international business major prepares students for careers in international business, as well as for graduate study in business.

Students majoring in international business must satisfy the USD core curriculum requirements as set forth in this bulletin, lower-division requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business component (24 units)

DSCI 300 Management Science
 DSCI 303 Operations Management
 ETLW 302D Business and Society
 ETLW 311 Business Law I
 FINA 300 Financial Management
 MGMT 300 Organizational Behavior

- MGMT 490 Strategic Management
MKTG 300 Fundamentals of Marketing

2. Foreign Language Component

A fourth semester competency in a second language (in a modern language) with a grade of C or better is required.

3. International Studies Component (three units minimum)

A student must participate in an approved international university study program for a minimum of three units of coursework earned. Courses comprising the international studies component can also fulfill the course requirements in the major or outside of the major.

4. International Business Component (18 units)

Required courses (nine units)

Select three of the following courses:

- ECON 333 International Economics
FINA 405 International Financial Management
MGMT 309 International Comparative Management
MKTG 305 International Marketing

Elective courses* (nine units)

Select three of the following courses:

- ECON 333 International Economics
ECON 335 Economic Development of Latin America
ECON 337 Economic Development of Asia
ETLW 313 International Business Law and Ethics
FINA 405 International Financial Management
MGMT 309 International Comparative Management
MKTG 305 International Marketing
BUSN 498 Pre-approved international business related internship

Any pre-approved elective, including region specific courses. See pre-approved upper-division elective list below**

*A course taken to satisfy the major's upper-division required course component may not be counted toward the major's upper-division elective component.

**Up to 6 units of pre-approved regional specific or international courses may be taken outside of the School of Business Administration.

Pre-Approved Upper-Division Elective Courses for the International Business Major Outside of the SBA

Pre-approved upper-division electives from outside the School of Business Administration that are complementary to international business, including geographic area studies and general international issues, are listed below.

Africa

- HIST 368 History of Africa

- HIST 369 Issues in Modern Africa
POLS 360 Politics in Sub-Saharan Africa
THRS 315 Islamic Faith and Practice
THRS 321 Afro-Latin Religions

Asia

- HIST 364 Topics in Asian History
HIST 365 History of China
HIST 366 History of Japan
HIST 386 The Pacific Ocean in History
POLS 367 Politics in Japan
POLS 368 Politics in China
SOCL 351 China in the 21st Century
THRS 312 Hindu Faith and Practice
THRS 314 Buddhist Faith and Practice
THRS 315 Islamic Faith and Practice

Latin America

- ANTH 327 South American Indian Cultures
ANTH 328 Caribbean Cultures
ANTH 332 Mesoamerican Archaeology
ANTH 334 South American Archaeology
HIST 360 Colonial Latin America
HIST 361 Modern Latin America
HIST 362 Topics in Latin American History
HIST 384 History of Mexico
POLS 357 Politics in Latin America
POLS 366 Politics in Mexico
POLS 374 U.S.-Latin American Relations
THRS 321 Afro-Latin Religions
THRS 368 U.S.-Latino/a and Latin American Theologies

Middle East

- HIST 359 Modern Middle East
POLS 359 Politics in the Middle East
THRS 313 Jewish Faith and Practice
THRS 315 Islamic Faith and Practice
THRS 390 The Holocaust: Death of God or Death of Humanity?

Europe

- HIST 347 Topics in Modern Europe
HIST 350 History of the British Isles
HIST 351 Modern Britain
HIST 352 The British Empire
HIST 354 Modern Spain
HIST 355 Imperial Russia
HIST 356 Russia Since 1917
HIST 357 Topics in Russian and East European History
POLS 355 Politics in Western Europe
POLS 362 Politics in the United Kingdom
POLS 363 Politics in France
POLS 364 Politics in Germany
POLS 365 Politics in Russia
POLS 372 Russian Foreign Policy

General

COMM 380	International Media
POLS 327	International Law
POLS 329	Law of the Sea
POLS 350	Comparative Politics
POLS 352	Comparative Politics in Developing Countries
POLS 354	Revolutionary Change
POLS 370	Theories of International Relations
POLS 375	Comparative Foreign Policy
POLS 380	International Political Economy
POLS 494	Special Topics in International Relations
PSYC 359D	Health Psychology of Women and Ethnic Groups
SOCI 362	Social Change: Global Perspectives

The international business major requires a minimum of 24 upper-division units in the major be completed at USD. This requirement does not include USD faculty-led courses abroad organized through the International Center.

Major in Marketing (39 units)

The marketing major prepares students for careers in advertising and public relations, product and brand management, marketing research, sales, and sports and entertainment marketing, as well as for graduate study in business.

Students majoring in marketing must satisfy the USD core curriculum requirements as set forth in this bulletin, lower-division requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business component (24 units)

DSCI 300	Management Science
DSCI 303	Operations Management
ETLW 302D	Business and Society
ETLW 311	Business Law I
FINA 300	Financial Management
MGMT 300	Organizational Behavior
MGMT 490	Strategic Management
MKTG 300	Fundamentals of Marketing

2. Marketing component (15 units)

Required courses (six units)

MKTG 490	Marketing Strategy
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and select one of the following courses:

MKTG 410	Marketing Research or
MKTG 420	Consumer Behavior

Elective courses (nine units)

Select three of the following courses:

MKTG 301	Services Marketing
MKTG 302	Sports Marketing
MKTG 305	International Marketing

MKTG 330	Personal Selling
MKTG 350	Advertising
MKTG 355	Public Relations
MKTG 410	Marketing Research
MKTG 420	Consumer Behavior
MKTG 465	Retailing
MKTG 480	Advanced Marketing Project

Any pre-approved elective, which may include a BUSN 498 internship

The marketing major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 units must be in marketing.

Major in Real Estate (39 units)

The real estate major prepares students for careers in the real estate industry, as well as for graduate study in business.

Students majoring in real estate must satisfy the USD core curriculum requirements as set forth in this bulletin, lower-division requirements for the major, the Professional Development Passport Program and all of the following major requirements:

1. Business component (24 units)

DSCI 300	Management Science
DSCI 303	Operations Management
ETLW 302D	Business and Society
ETLW 311	Business Law I
FINA 300	Financial Management
MGMT 300	Organizational Behavior
MGMT 490	Strategic Management
MKTG 300	Fundamentals of Marketing

2. Real Estate Component* (15 units)

Required courses (nine units)

REAL 320	Principles of Real Estate
REAL 327	Legal Aspects of Real Estate

and select one of the following courses:

REAL 325	Financing Residential Real Estate
REAL 326	Commercial Real Estate Finance and Investment

Elective courses** (six units)

Select two of the following courses:

REAL 325	Financing Residential Real Estate
REAL 326	Commercial Real Estate Finance and Investment
REAL 328	Commercial Real Estate Valuation
REAL 329	Real Estate Development
REAL 494	Special Topics
REAL 498	Pre-Approved Real Estate Related Internship

Any pre-approved elective. See pre-approved upper-division elective list below***

*It is strongly recommended that a real estate major take REAL 320 before other upper-division required or elective real estate courses.

**A course taken to satisfy the major's upper-division required course component may not be counted toward the major's upper-division elective component.

***Up to three units of pre-approved electives may be taken.

Pre-Approved Upper-division Elective Courses for the Real Estate Major

Pre-approved upper-division electives in the School of Business Administration that are complementary to real estate are listed below.

ECON 310	Money and Banking
ECON 329	Real Estate Economics
FINA 407	New Venture Finance

The real estate major requires a minimum of 24 upper-division units in the major be completed at USD.

Bachelor of Arts in Economics

The School of Business Administration offers a program leading to the degree of Bachelor of Arts in Economics. The Bachelor of Arts in Economics degree program prepares students for careers in business, government and nonprofit organizations, as well as for graduate study in law, business, public policy and economics.

Lower-division Preparation for the Major (19-20 units)

Lower-division requirements for the major are:

1. third semester competency in a second language
2. completion of the following courses with a grade point average of 2.0 or better with no grade below C- (Transfer courses must be C or better)

ACCT 201	Principles of Financial Accounting
ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
ECON 216	Statistics for Business and Economics
ITMG 100	Information Systems
MATH 130	Survey of Calculus
or 150	or Calculus I

Students considering graduate studies in economics are advised to take MATH 150; MATH 151 and 250 are recommended, as well.

Major in Economics (30 units)

Students majoring in economics must satisfy the USD core curriculum requirements as set forth in the bulletin, lower-division requirements for the major, the Professional Development Passport Program and all of the following major requirements:

Required Courses (12 units)

ECON 201	Intermediate Microeconomics
ECON 202	Intermediate Macroeconomics
ECON 370	Applied Econometrics
ECON 490	Senior Seminar
Elective units (18 units)	

Any pre-approved ECON upper-division elective
The economics major requires a minimum of 18 upper-division units in the major be completed at USD.

Minors in the School of Business Administration

All minors are open to all undergraduate students, including students outside the School of Business Administration degree programs. Courses taken in the minor may not be counted toward the major but may be used to satisfy courses taken in preparation for a major and core curriculum requirements. For example, students who are majoring in business administration and minoring in accounting will likely have already completed ACCT 201, ACCT 202, and ITMG 100 in preparation of their Business Administration major. These students will only need to complete ACCT 300, ACCT 302, and one additional upper-division accounting elective to complete the requirements noted above and receive the minor. However, upper-division accounting courses taken for the Accountancy minor cannot be counted as part of the upper-division elective units in the business administration major. Please check with an advisor about prerequisite courses that are required prior to taking a course listed in one of the minors.

Minor in Accounting (18 units)

Required Courses (15 units)

ITMG 100	Information Systems
ACCT 201	Principles of Financial Accounting
ACCT 202	Principles of Managerial Accounting
ACCT 300	Intermediate Accounting I
ACCT 302	Cost Accounting
Elective Course (3 units)	
ACCT upper-division elective	

Minor in Business Administration (18 units)

Required Courses (12 units)

ACCT 201	Principles of Financial Accounting
ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
MGMT 300	Organizational Behavior
Elective Courses (six units)	

Any pre-approved upper-division business electives

Minor in Economics (18 units)**Required Courses (12 units)**

ECON 101	Principles of Microeconomics
ECON 102	Principles of Macroeconomics
ECON 201	Intermediate Microeconomics
	OR
	Economics elective
ECON 202	Intermediate Macroeconomics
	OR
	Economics elective

Elective Courses (six units)

ECON upper-division electives

Minor in Finance (18 units)**Required Courses (18 units)**

ACCT 201	Principles of Financial Accounting
ACCT 202	Principles of Managerial Accounting
FINA 300	Financial Management
FINA 402	Investments
FINA 404	Advanced Corporate Finance
FINA 405	International Financial Management

Minor in Information Technology Management (18 units)**Required Course (three units)**

ITMG 100 or equivalent – Information Systems

ITMG or ACCT elective courses (nine units)

Select three of the following courses:

ITMG 310	Structured Programming for Business Applications
ITMG 320	Database Design and Implementation
ITMG 330	Electronic Commerce
ITMG 340	Website Design
ITMG 350	Management Information Systems
ITMG 360	Data Communications and Networks

ITMG 440	Internet Programming (website Design II)
ITMG 494	Special Topics
ACCT 303	Accounting Information Systems

Elective courses (six units)

Select two of the following courses:

ARTV 108*	Introduction to New Media in Art
ARTV 308	Web Art
COMM 485W	Writing for Media
COMP	Any Computer Science course
ECON 370	Econometrics
ENVI 312	Introduction to GIS
ENVI 314	Introduction to Maps and Spatial Data Analysis
ENVI 315	Geographic Information Systems
ENVI 420	Introduction to Remote Sensing
FINA 407	New Venture Finance
HIST 300W	Historian's Methods
LIBR 101	Research Methods
LIBR 103	Information Literacy and Research Strategies
MKTG 410	Marketing Research
MUSC 109*	Introduction to Sound Art
NAVS 202	Navigation
PHIL 114*	Philosophy and Technology
PHYS 101*	Physics and Society
PHYS 112*	Physics and Society with Laboratory
POLS 250	Research Methods in Political Science
PSYC 130	Research Methods in Psychology
PSYCH 305	Computer Analysis of Behavioral Science Data
SOCI 160	Statistical Methods
SOCI 324	Methods of Social Research

* These courses also satisfy the USD core curriculum requirements

Recommended Program Of Study, Bachelor of Arts in Economics**Freshman Year****Semester I**

Preceptorial (3)
 ECON 101 (3)
 MATH 115 (3)
 CC or electives (6-7)

Semester II

ECON 102 (3)
 ITMG 100 (3)
 MATH 130 (3)
 or MATH 150 (4)
 CC or electives (6-7)

Sophomore Year**Semester I**

ECON 202 (3)
 ECON 216 (4)
 CC or electives (9)

Semester II

ACCT 201 (3)
 ECON 201 (3)
 CC or electives (9)

Junior Year**Semester I**

ECON electives (6)
 CC or electives (9-10)

Semester II

ECON electives (6)
 CC or electives (9-10)

Senior Year**Semester I**

ECON 370 (3)
 ECON elective (3)
 CC or electives (9-10)

Semester II

ECON 490 (3)
 ECON elective (3)
 CC or electives (9-10)

Minor in International Business (18 units)

Required Courses (12 units)

- ACCT 201 Principles of Financial Accounting
 BUSN 361 Introduction to International Business
 ECON 101 Principles of Microeconomics
 ECON 102 Principles of Macroeconomics

Elective courses (6 units)

Select two of the following courses:

- ECON 333 International Economics
 ECON 335 Economic Development of Latin America
 ECON 337 Economic Development of Asia
 ETLW 313 International Business Law and Ethics
 FINA 405 International Financial Management
 MGMT 309 International Comparative Management
 MKTG 305 International Marketing

Any pre-approved upper-division elective, including region-specific international abroad courses.

Minor in Law and Ethics (18 units)

Required Courses (15 units)

- BUSN 377 Negotiation
 ECON 101 Principles of Microeconomics
 ECON 102 Principles of Macroeconomics
 ETLW 302D Business and Society
 ETWL 311 Business Law I

Elective Courses (three units)

Select one of the following courses:

- ECON 308 Environmental and Natural
Resource Economics
 ECON 327 Law and Economics
 ETLW 312 Business Law II
 REAL 327 Legal Aspects of Real Estate

Minor in Management (18 units)

Required Courses (12 units)

- ACCT 201 Principles of Financial Accounting
 ECON 101 Principles of Microeconomics
 MGMT 300 Organizational Behavior
 MGMT 301 Organizational Theory

Elective Courses (six units)

Select two of the following courses:

- MGMT 302 Family Business
 MGMT 303 Interpersonal Relations
 MGMT 304 Entrepreneurship and New Ventures
 MGMT 305 Career Development
 MGMT 306 Women in Management
 MGMT 307 Human Resource Management
 MGMT 308 Small Business Management
 MGMT 309 International Comparative Management

Minor in Marketing (18 units)

Required Courses (12 units)

- ACCT 201 Principles of Financial Accounting
 ECON 101 Principles of Microeconomics
 MKTG 300 Fundamentals of Marketing
 MKTG 490 Marketing Strategy

Elective courses (6 units)

Select two of the following courses:

- MKTG 301 Services Marketing
 MKTG 302 Sports Marketing
 MKTG 305 International Marketing
 MKTG 330 Personal Selling
 MKTG 350 Advertising
 MKTG 355 Public Relations
 MKTG 410 Marketing Research
 MKTG 420 Consumer Behavior
 MKTG 465 Retailing
 MKTG 480 Advanced Marketing Project

Any pre-approved elective, which may include a BUSN 498 Internship

Minor in Real Estate (18 units)

Required Courses (15 units)

- ACCT 201 Principles of Financial Accounting
 ECON 101 Principles of Microeconomics
 REAL 320 Principles of Real Estate
 REAL 327 Legal Aspects of Real Estate

and select one of the following courses:

- REAL 325 Financing Residential Real Estate
 REAL 326 Commercial Real Estate Finance
and Investment

Elective Courses (three units)

Select one of the following courses:

- ECON 329 Real Estate Economics
 REAL 325 Financing Residential Real Estate
 REAL 326 Commercial Real Estate Finance
and Investment
 REAL 328 Commercial Real Estate Valuation
 REAL 494 Special Topics with pre-approval

Minor in Supply Chain Management (18 units)

Required Courses (15 units)

- ACCT 201 Principles of Financial Accounting
 ACCT 202 Principles of Managerial Accounting
 BSCM 300 Global Purchasing and Supply Management
 BSCM 302 Supply Chain Management
 ECON 101 Principles of Microeconomics

Elective Courses (three units)

Select one of the following courses:

BSCM 303 Strategic Cost Management

BSCM 494 Special Topics in Supply Chain Management

Accountancy Courses (ACCT)

ACCT 201 PRINCIPLES OF FINANCIAL ACCOUNTING (3)

Introduction to accounting records, their purpose and use, emphasizing the establishment of a solid conceptual background. Accounting procedures for specific asset, liability, and owner's equity accounts are also examined from the point of view of users of financial statements. Prerequisite: Sophomore standing.

ACCT 202 PRINCIPLES OF MANAGERIAL ACCOUNTING (3)

Introduction of managerial accounting information for planning, controlling, and making decisions within a firm. Current changes to the business environment and their impact on accounting is also presented. Prerequisites: ACCT 201 and ITMG 100 (or concurrent enrollment).

ACCT 300 INTERMEDIATE ACCOUNTING I (3)

Emphasis is placed upon corporate organization with a comprehensive study of current assets; property, plant, and equipment; intangible assets; and current liabilities. Recent developments in accounting theory and their impact on financial reporting are illustrated. Prerequisite: ACCT 202.

ACCT 301 INTERMEDIATE ACCOUNTING II (3)

Extension of Intermediate Accounting I. Topics covered include long-term liabilities, pensions, leases, deferred taxes, and owners' equity issues. Prerequisite: ACCT 300.

ACCT 302 COST ACCOUNTING (3)

Sources of data and preparation of financial statements in manufacturing organizations are studied. Primary emphasis is on costs for control, decision processes internal to the firm (including standards of performance), relevant costs for decisions, budgets, and capital investment considerations. Prerequisite: ACCT 202.

ACCT 303 ACCOUNTING INFORMATION SYSTEMS (3)

Information requirements and transaction processing procedures relevant to integrated accounting systems. The course emphasizes accounting system design, analysis, and related internal controls. Prerequisites: ACCT 300 and 302.

ACCT 306 FEDERAL TAX ACCOUNTING I (3)

Students will learn the fundamentals of federal income tax law from both a theory and practice perspective. Research projects and sample tax returns are used to illustrate course material. This course is designed for anyone needing a background in tax practice, or who would like to take a more active role in their own individual tax planning. Although the course is designed for Business and Accounting majors, upper-division students from outside the School of Business Administration are welcome and are

encouraged to consult with the instructor for permission to take the course. Prerequisites: Upper-division standing and ACCT 201 (or permission of instructor).

ACCT 401 ADVANCED ACCOUNTING (3)

Accounting and reporting for business combinations, foreign currency transactions, partnerships, and not-for-profit organizations such as governments, charities, universities, and hospitals. Prerequisite: ACCT 301 (or concurrent enrollment).

ACCT 407 FEDERAL TAX ACCOUNTING II (3)

Study of special tax considerations pertaining to corporations and partnerships. Practice tax returns are used to illustrate the course material. Prerequisites: ACCT 300 and 306.

ACCT 408 AUDITING (3)

Intensive introduction to the attest function in society today. The environment, the process, and the report of the public auditor are analyzed. Potential extensions of the attest function are examined. Prerequisites: ACCT 301 and 303.

ACCT 494 SPECIAL TOPICS (3)

Topics of current interest in accounting. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: consent of instructor.

ACCT 498 INTERNSHIP (3)

Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of accounting, business, and economics principles. Placement must emphasize accounting field. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Accounting majors only; junior Accounting majors with 75 units and senior Accounting minors with consent of instructor.

ACCT 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Business Courses (BUSN)

BUSN 361 INTRODUCTION TO INTERNATIONAL BUSINESS (3)

An introduction to the international dimension of doing business. The purpose of this course is to make the student aware of the role played by culture, geography, government, and economics in shaping the environment in which businesses operate internationally. Topics include forward

currency markets, foreign direct investment, negotiation, international distribution, etc.

BUSN 377 NEGOTIATION (3)

An introduction to the process of fair and business-like bargaining between parties with interdependent needs. Experience is gained in the use of both adversarial and integrative negotiating principles and techniques. The role of mediators is explored, and some of the issues involved in cross-cultural negotiations are examined.

BUSN 498 INTERNSHIP (3)

Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: senior business, accounting, or economics majors only; junior business administration, business economics, accounting, or economics majors with 75 units; and senior business administration, accounting, or economics minors with consent of instructor.

Decision Science Courses (DSCI)

DSCI 300 MANAGEMENT SCIENCE (3)

An introduction to model formulation and solution techniques emphasizing their applications in decision making. Topics may include linear programming, transportation and assignment models, Markov analysis, network analysis, PERT/CPM methods, queuing models, and decision analysis. Prerequisite: ECON 216.

DSCI 303 OPERATIONS MANAGEMENT (3)

An introductory analysis of operations, planning, control, and improvement in services and manufacturing industries. Topics may include forecasting, process design, scheduling, inventories, JIT, productivity measurement, quality management, and learning curves. Prerequisite: ECON 216.

DSCI 494 SPECIAL TOPICS (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: consent of instructor.

DSCI 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Economics Courses (ECON)

ECON 101 PRINCIPLES OF MICROECONOMICS (3)

An introduction to consumer behavior and the theory of the firm. Topics include the demand behavior of households, the supply behavior of business firms, an introduction to market structure, and the workings of input markets.

ECON 102 PRINCIPLES OF MACROECONOMICS (3)

The study of the operation of the American economy in an international setting, examining the interaction of households, business firms, government, and the rest of the world in resource, product, and financial markets. Topics include national income accounting and analysis, business fluctuations, inflation, unemployment, and monetary and fiscal policy. Prerequisite: ECON 101.

ECON 201 INTERMEDIATE MICROECONOMICS (3)

The economic theory of demand, production, product and input markets, welfare, and general equilibrium. Applications of price theory, including its use in evaluating and forming public policy. Prerequisite: ECON 101.

ECON 202 INTERMEDIATE MACROECONOMICS (3)

Examines the causes of fluctuations in important national economic variables, such as aggregate output, interest rates, the rate of inflation, the rate of unemployment, and exchange rates. Investigates the feasibility of stabilizing the economy through the use of fiscal and monetary policy. Prerequisite: ECON 102.

ECON 216 STATISTICS FOR BUSINESS AND ECONOMICS (4)

A systematic exposure to the issues and problems of applying and interpreting statistical analyses of business situations. Topics include descriptive statistics, probability, random variables and their distributions, statistical inference, multiple regression and residual analysis, correlation, classical time-series models, and forecasting. Extensive computer analysis of data. Prerequisite: MATH 130 or 150.

ECON 302 PUBLIC FINANCE (3)

An introduction to public sector economics, concentrating on the revenues and expenditures of federal, state, and local governments. Topics include public goods, externalities, voting theory, cost benefit analysis, and the study of taxation and government transfer programs. Prerequisite: ECON 102.

ECON 304 URBAN ECONOMICS (3)

The application of economic analysis to urban and regional areas. Topics include the theory underlying urbanization and the location of economic activity, the methodology utilized to analyze urban and regional economies, and problems and policies related to urban areas, such as housing, poverty, transportation, and local public finance.

Special attention will be given to the San Diego metropolitan area. Prerequisite: ECON 101.

ECON 308 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS (3)

An analysis of the economic principles that underlie the allocation, pricing, and use of natural resources. Topics include the intertemporal allocation of depletable resources, the economics of fisheries and forestry, issues in the distribution and use of water resources, the economics of recycling and waste disposal, and economic perspectives on global warming and ozone depletion. Prerequisite: ECON 101.

ECON 310 MONEY AND BANKING (3)

A study of the structure, regulation, and performance of the banking industry in the United States, focusing on the strategy and procedures of the Federal Reserve System. Examines the problems encountered by the Federal Reserve System in trying to achieve its goals. Prerequisite: ECON 102.

ECON 321 WOMEN AND WORK (3)

Analysis of women's market and nonmarket work activities. Topics include gender roles, allocation of time, occupational distribution, earnings, government programs and their impact by gender, and the role of women and work in other countries. Prerequisite: ECON 101.

ECON 322 LABOR ECONOMICS (3)

An analysis of the operation of labor markets focusing on the market system for wage determination. Topics include the supply and demand for labor, wage determination under various market structures, human capital formation, discrimination in labor markets, collective bargaining and the structure of pay, unemployment, and wage inflation. Prerequisite: ECON 101.

ECON 324 INDUSTRIAL ORGANIZATION (3)

Examines the role of different industrial structures in the performance of industrial markets, including the influence of different structures on major competitive forces in the market: entry, threat of substitution, bargaining power of buyers, bargaining power of suppliers, and rivalry among current competitors. Develops competitive strategies in various industrial environments. Prerequisite: ECON 101.

ECON 327 LAW AND ECONOMICS (3)

The application of economic methodology to the principal areas of law: property, contracts, torts, and crime. The economic concepts of maximization, equilibrium, and efficiency are used to examine the consequences of existing and proposed laws and legal institutions. Prerequisite: ECON 101.

ECON 329 REAL ESTATE ECONOMICS (3)

An analysis of the economic principles that underlie the market for real estate. Topics include an evaluation of land resource requirements, input-output analysis in land use, economic foundations of valuation of land and improvements, taxation issues in real estate, and land use policy. Prerequisite: ECON 101.

ECON 333 INTERNATIONAL ECONOMICS (3)

The theory, practice, and institutions of the international economy. Topics include international trade and investment, balance of payments, foreign exchange rate determination, multinational enterprises, trade with developing countries, and international economic policy. Prerequisite: ECON 102.

ECON 335 ECONOMIC DEVELOPMENT OF LATIN AMERICA (3)

An analysis of the determinants of economic development and growth in Third World countries in general and Latin America in particular, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, education, capital formation, finance, agriculture, industry, trade, and economic planning. Prerequisite: ECON 102.

ECON 337 ECONOMIC DEVELOPMENT OF ASIA (3)

An analysis of the determinants of economic development and growth in Asia and the Pacific Rim, along with associated problems and policies. Topics include theories and policies concerning industry, agriculture, domestic savings and investment, human resources, international trade, foreign capital, and external debt. Prerequisite: ECON 102.

ECON 353 SPORTS ECONOMICS (3)

The application of economic principles to analyze a wide range of issues in professional sports and collegiate athletics. Principles from the economics of labor markets, industrial organization, and public finance are applied to the analysis of sports issues. Issues discussed include league formats, rival leagues, franchise relocation and venue location, player salaries, free agency, salary caps, arbitration, player development, discrimination, NCAA rules on scholarships and eligibility, financial aspects of collegiate athletic programs, revenues from merchandising and broadcast rights, and economic impact analysis of sports teams on a local community. Prerequisite: ECON 101.

ECON 370 APPLIED ECONOMETRICS (3)

The study of the construction and estimation of econometric models and econometric research. This is a project-oriented course designed to integrate economic theory with econometric analysis. Fall semester. Prerequisites: ECON 201, 202, and 216.

ECON 371 BUSINESS CYCLES AND FORECASTING (3)

Examines the business cycle and techniques for forecasting fluctuations. The emphasis of the course is to gain hands-on exposure to specific business forecasting techniques and learn to apply them to limit the range of uncertainty in management decision making. Specific techniques covered include lead-lag, exponential smoothing, and econometric and arima (Box-Jenkins) time series analysis. Prerequisites: ECON 102 and 216.

ECON 373 MANAGERIAL ECONOMICS (3)

The application of analytical techniques and economic principles to analyze typical problems encountered by managers. Topics include risk analysis, demand analysis, sales forecasting, production analysis, cost estimation, pricing decisions, and capital budgeting. Prerequisites: ECON 102 and 216. Spring semester only.

ECON 380 ADVANCED ECONOMIC THEORY (3)

An introduction to mathematical techniques used to analyze economic problems to gain a deeper understanding of economic decision making through the use of mathematical models. Topics include comparative statistics, optimization problems, dynamics, and mathematical programming. Mathematical techniques covered include matrix algebra, differential and integral calculus, differential equations, and difference equations. Prerequisites: ECON 102 and MATH 130 or 150.

ECON 490W SENIOR SEMINAR (3)

A course to enhance analytical and research skills in the field of economics. Students will develop individual research projects of their own interest, integrating relevant concepts from business and economics. Prerequisite: Senior standing. Spring semester only.

ECON 494 SPECIAL TOPICS (3)

Topics of current interest in economics. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: ECON 102 and consent of instructor.

ECON 498 INTERNSHIP (3)

Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of economics, business, and accounting principles. Placement must emphasize economics field. See schedule of classes for special meeting times. This course may not be repeated for credit. Prerequisite: Senior Economics majors only; junior Economics majors with 75 units and senior Economics minors with consent of instructor.

ECON 499 INDEPENDENT STUDY (3)

Study of economic theory and public policy through selective readings and research. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Economics or Business Economics major, senior standing, and consent of instructor.

Ethics and Law Courses (ETLW)**ETLW 302D BUSINESS AND SOCIETY (3)**

This course examines principles of social responsibility, ethics, law, and stakeholder theory as they apply to organizations domestically and abroad. Coverage includes business ethics; individual versus societal interests; labor and employment issues; consumer protection; discrimination and diversity; the natural environment; politics, public policy, and government regulation of business. Particular attention is given to developing moral reasoning skills. Meets the requirements for the Environmental Studies minor. Prerequisite: MGMT 300.

ETLW 311 BUSINESS LAW I (3)

Covers the fundamentals of United States law and legal system, relationship of law to ethics, criminal law, torts, contracts, agency, risk management, insurance, and hiring and managing an attorney. Special emphasis is given to preventing legal problems and resolving conflicts in business for business practitioners. Systems and methods of dispute resolution are considered, including negotiation, mediation, arbitration, and the U.S. judicial system, including small claims court.

ETLW 312 BUSINESS LAW II (3)

Continued study of the legal environment of business, including such topics as creation, operation, and termination of partnerships and corporations, sale of goods, and negotiable instruments. Case study. Prerequisite: ETLW 311.

ETLW 313 INTERNATIONAL BUSINESS LAW AND ETHICS (3)

Global issues permeate the business environment. As international business transactions increase, so does the need for an understanding of how international law governs such transactions. What does the international legal system look like? What international institutions come into play and what is their role? What law applies and how is it enforced? How do businesses conduct themselves in the global marketplace, and how should they? This course will explore these issues and more, including various ways in which ethical, cultural, and political forces influence international business. Teaching methods include lecture, case studies, class discussion and debate.

ETLW 403 ENVIRONMENTAL MANAGEMENT (3)

This course analyzes the effect of business activities on the environment. Environmental public policies are examined, as well as selected corporate environmental policies. The course addresses a myriad of questions, such as: Is there an inherent conflict between business profits and environmental protection? Can humans conduct business without harming the environment? What are the environmental consequences if the developing world reaches the same level of consumption as the developed world? Should the developed world reduce its level of consumption? Does the developed world have an obligation to the undeveloped world? If so, what is it? What is the meaning of sustainable economic growth? How is sustainable economic growth achieved? Meets the requirements for the Environmental Studies minor.

ETLW 494 SPECIAL TOPICS (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: consent of instructor.

ETLW 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Finance Courses (FINA)**FINA 300 FINANCIAL MANAGEMENT (3)**

This course is an introduction to the fundamental principles that guide the financial manager in making asset management, valuation and financing decisions. Topics include ratio analysis, time value of money, stock and bond valuation, risk and return (CAPM), capital budgeting, financial planning, cost of capital and options. Prerequisites: ACCT 201, ECON 102, ECON 216

FINA 401 COMMERCIAL BANK MANAGEMENT (3)

This course examines operating and policy issues bankers face in their efforts to maximize shareholder value. Topics include evaluating bank performance, measuring and controlling risks, managing the loan portfolio, and liability and capital management. Recent industry trends and the interaction between financial institutions and the economy are studied. Prerequisite: FINA 300.

FINA 402 INVESTMENTS (3)

This course surveys the basic principles and techniques of security and investment analysis. It covers capital markets, stocks, fixed-income portfolios, options, futures contracts and other derivatives. Market analysis methods are

examined, and sources of analytical information and their use are studied. Prerequisite: FINA 300.

FINA 404 ADVANCED CORPORATE FINANCE (3)

The objective of this course is to apply financial management concepts to business situations through the use of case studies. The course will enhance your understanding of corporate finance topics, such as, valuation, capital budgeting, risk and return, cost of capital, capital structure, dividend policy and mergers. The focus of the course is on applied and analytical financial decision making and will require written case reports and the presentation of case analyses. Prerequisite: FINA 300

FINA 405 INTERNATIONAL FINANCIAL MANAGEMENT (3)

An introduction to the problems facing the financial management of international companies. Topics include foreign exchange exposure management, financing trade, foreign direct investments, international accounting and control, and working capital management. Prerequisite: FINA 300.

FINA 406 PERSONAL FINANCE (3)

This course will cover the financial planning, taxation and regulatory aspects of an individual's lifelong saving, borrowing and investment decisions. The course will educate persons in making informed financial choices over their working careers. The topics include – credit management, credit scores, tax planning, consumer loans, home purchase and mortgage financing, property, life and health insurance, mutual funds, stock and bond investing, IRAs, 401k plans, retirement and estate planning. Prerequisite: FINA 300

FINA 407 NEW VENTURE FINANCE (3)

This course presents the fundamental process of funding a new venture. The course is centered on developing the critical skills of evaluating a start-up business idea, constructing a business plan to implement that idea, identifying an appropriate funding source, presenting the business idea to a funding source, and negotiating a funding term sheet. Prerequisite: FINA 300

FINA 408 FINANCIAL STATEMENT ANALYSIS (3)

This course develops a set of core skills essential to financial statement analysis. It covers strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling and firm valuation using discounted cash flow and residual income models, with an emphasis on practical applications. Prerequisite: FINA 300

FINA 494 SPECIAL TOPICS (3)

Topics of current interest in Finance and capital markets. Course content and structure will differ depending on instructor. Consult your advisor for course description for

any given semester. May be repeated once for credit.

Prerequisite: consent of instructor.

FINA 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major.

Prerequisites: Senior standing and consent of instructor.

Information Technology Management Courses (ITMG)

ITMG 100 INFORMATION SYSTEMS (3)

An introduction to computer-based information systems and their role in business and other organizations. Topics include information technology, information systems and development concepts, and application software. Emphasis on improving student skills as knowledge workers through the effective use of business productivity software and the Internet. Instructional methods include lecture, case study, hands-on projects, and student presentations.

ITMG 310 STRUCTURED PROGRAMMING FOR BUSINESS APPLICATIONS (3)

The study of advanced methods and techniques in decision support application development using spreadsheet, database, and visual programming software. The course enables students to solve business problems by integrating tools including spreadsheets, database, programming languages, and the Internet. The course stresses development of complete, turnkey systems with programming facilities available in decision support software programs. Heavy emphasis is placed on logical processes and developing programming skills. Prerequisite: ITMG 100.

ITMG 320 DATABASE DESIGN AND IMPLEMENTATION (3)

The theory and practice of designing, implementing, and modifying information systems that use database management software. Topics include: best practices in data modeling, data normalization, and database design; database implementation methods; and the use and evaluation of alternative database management software packages. Instructional methods include lecture, demonstrations, group problem-solving exercises, a major database design and implementation project, and student presentations. Prerequisite: ITMG 100.

ITMG 330 ELECTRONIC COMMERCE (3)

Overview of current practice in electronic commerce, broadly defined to include business processes and the activities of not-for-profit organizations. Includes discussion of enabling technologies and business strategies, and discussion of international, legal, and ethical issues that arise in conducting electronic business.

ITMG 340 WEBSITE DESIGN (3)

Examines the design of websites for business and organizations. Topics include: planning a website, understanding the principles and elements of effective website design, using Web development and design tools; and evaluating website effectiveness. Elements of consistent Web page design as components of overall website design are emphasized. Effective communication of concepts and analysis in written format and oral presentations is stressed. Teaching methods include class lecture, case studies, and Internet laboratory research projects. Prerequisite: ITMG 100.

ITMG 350 MANAGEMENT INFORMATION SYSTEMS (3)

A management-oriented overview of information systems with an emphasis on ways to analyze and use information technologies from the perspective of a business professional. Topics include: international competitive uses of information systems; various ways of using information technologies in business processes, products, and services; impacts of information systems on the productivity of individuals and organizations; alternative methods for building information systems; factors leading to successful implementation of information systems; and threats and risks associated with information systems. Instructional methods include lecture, case study analysis, Internet-based projects, community service-learning, technical writing, and presentations. Prerequisite: ITMG 100.

ITMG 360 DATA COMMUNICATIONS AND NETWORKS (3)

Introduction to the concepts, technology, and business practices related to the design and functioning of modern data communication networks. Topics include: various protocols, topologies, and configurations used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing standard networking software. Prerequisite: ITMG 100.

ITMG 440 INTERNET PROGRAMMING (WEBSITE DESIGN II) (3)

Develops skills in the design and implementation of object-oriented information systems on distributed platforms. Topics include: object-oriented programming methods; development of distributed applications; and Web-based interface design and interactivity with enterprise-wide databases. Hands-on projects provide students experience with real-world software development environments using state-of-the-art development methodologies and tools. Prerequisites: ITMG 100.

ITMG 494 SPECIAL TOPICS (3)

Topics of current interest in information technology management. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: consent of instructor.

ITMG 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Management Courses (MGMT)**MGMT 300 ORGANIZATIONAL BEHAVIOR (3)**

The study of human behavior in organizational settings. Examines the interface between human behavior and the organizational context, and presents frameworks for managing people in the organization. Topics addressed include perceptual processes, personality, learning, motivation, attitudes, stress, group dynamics, intergroup behavior, conflict, power, politics, leadership, and cross-cultural implications. Behavioral science concepts are applied through self-assessment, case studies, and experiential exercises.

MGMT 301 ORGANIZATIONAL THEORY (3)

An analysis of the theories of organizational design, structure, development, and effectiveness from a managerial perspective. Topics addressed in this macro-oriented course include: systems theory; analysis of organization environments and their impact on organizations; organizational purposes, goals, and planning; organizational decision-making processes; technology and alternative organizational designs; information and control systems; functions of management; job design; environment-organization interface; and international and contemporary management issues. A contingency-systems approach is emphasized through case studies and simulations. Prerequisite: MGMT 300.

MGMT 302 FAMILY BUSINESS (3)

Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and

non-family employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling.

MGMT 303 INTERPERSONAL RELATIONS (3)

An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations. Prerequisite: MGMT 300.

MGMT 304 ENTREPRENEURSHIP AND NEW VENTURES (3)

An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Prerequisites: FINA 300, MGMT 300, and MKTG 300.

MGMT 305 CAREER DEVELOPMENT (3)

Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management. Prerequisite: MGMT 300.

MGMT 306 WOMEN IN MANAGEMENT (3)

This course is designed to give women a repertoire of skills needed in various work-related situations. The course examines management requirements for various organizational levels and stresses the difference between personal and organizational issues.

MGMT 307 HUMAN RESOURCE MANAGEMENT (3)

An introduction to the roles of both the staff specialist and manager regarding the human resource management function. Topics include, but are not limited to, staffing, compensating, training, appraising, and developing an organization's human resources, as well as employment law, labor relations, and the strategic role of human resource management in today's organization. Prerequisite: MGMT 300.

MGMT 308 SMALL BUSINESS MANAGEMENT (3)

Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm. Prerequisites: FINA 300, MGMT 300, and MKTG 300.

MGMT 309 INTERNATIONAL COMPARATIVE MANAGEMENT (3)

Addresses the dilemmas and opportunities that managers face as they work in multicultural and global environments. The main objective of the course is to increase the effectiveness of managers/employees in identifying, understanding, and managing the cultural components of organizational dynamics. Focuses on the relationships between cultural values and the practice of managing people. Prerequisite: MGMT 300. (For International Business minors only, BUSN 361 may substitute MGMT 300 as the prerequisite for this course.)

MGMT 401W BUSINESS COMMUNICATION (3)

Analysis of the factors involved in planning, organizing, and writing in the business environment. Extensive practice in presenting effective letters, memoranda, and business reports using primary and secondary sources. This course satisfies the USD requirement of an upper-division writing course.

MGMT 490 STRATEGIC MANAGEMENT (3)

This course develops skills in problem analysis and decision making in areas of corporate strategy and business policy. It is the integrating course of the undergraduate program and will concentrate on the application of concepts through case studies. Open only to last-semester graduating seniors.

MGMT 492 STRATEGY SIMULATION (3)

Students will manage a company in a computer simulated oligopolistic industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters. Prerequisite: Written consent of instructor after competitive evaluation.

MGMT 494 SPECIAL TOPICS (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: consent of instructor.

MGMT 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Marketing Courses (MKTG)**MKTG 300 FUNDAMENTALS OF MARKETING (3)**

The objective of this course is to introduce students to the important issues undertaken by marketers within a socially responsible and ethical framework. The students will learn the marketing vocabulary and basic elements of a marketing analysis. Upon completion of the course they will have developed the knowledge necessary to prepare a well-thought-out marketing plans. Prerequisites: ECON 101.

MKTG 301 SERVICES MARKETING (3)

Examines the key characteristics that distinguish services from traditional goods marketing. Critical dimensions which customers utilize to determine quality services are emphasized. Attention is directed toward the development and demonstration of interpersonal and problem-solving skills. Learning activities can include: case analysis, marketing plan, and client-sponsored projects. Prerequisite: MKTG 300.

MKTG 302 SPORTS MARKETING (3)

This course explores the complex and diverse nature of sports marketing. It applies fundamental marketing concepts to the sports industry, including the marketing mix, consumer behavior, marketing research, segmentation analysis, and assessment of marketing programs specific to sports. Guidelines for the formulation of marketing goals and strategies will be included. Trends, issues, and problems influencing the industry will also be examined. Prerequisite: MKTG 300.

MKTG 305 INTERNATIONAL MARKETING (3)

The purpose of this course is to provide an up-to-date overview of international marketing. The principles of marketing will be augmented by additional exposure to the opportunities and problems facing marketing managers in the changing global marketplace. Special attention will be given to the management of cultural differences in product development, distribution systems, pricing, and marketing communication. Prerequisite: MKTG 300. (For International Business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.)

MKTG 330 PERSONAL SELLING (3)

Examines the role of personal selling in a firm's promotion and marketing strategy, and presents the principles and methods of persuasive communication. Concepts from the behavioral sciences are explored to show their application in sales situations. Attention is focused on the development

and demonstration of effective sales presentation techniques. Prerequisite: MKTG 300.

MKTG 350 ADVERTISING (3)

The role of advertising in society, business, and marketing. Human behavior, market selection, media planning, advertising appeals, preparation of copy, research decisions, and the campaign approach to advertising are covered. An advertising campaign is planned and developed as a requirement of the course. Prerequisite: MKTG 300.

MKTG 355 PUBLIC RELATIONS (3)

This course is an introduction to public relations as a component of marketing communications. The strategic planning and tactical implementation of public relations for organizations will be covered including a review of public relations campaigns. Discussion of the effects of research, public opinion, ethics, and laws on public relations activities will be covered. Crisis communications will be included. Career opportunities with public relations firms will also be covered. Prerequisite: MKTG 300.

MKTG 410 MARKETING RESEARCH (3)

Emphasis is placed on the relationship between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection, and analysis. Prerequisites: ECON 216 and MKTG 300.

MKTG 420 CONSUMER BEHAVIOR (3)

Analysis of consumer behavior and motivation, principles of learning, personality, perception, and group influence, with emphasis upon mass communications effects. Prerequisite: MKTG 300.

MKTG 465 RETAILING (3)

Essentials of retail management; market segmentation and market research for retail operations; buying and pricing functions; inventory control and budgeting. Prerequisite: MKTG 300.

MKTG 480 ADVANCED MARKETING PROJECT (3)

This course offers the opportunity to implement the basic fundamentals of marketing through an experiential learning situation, simulation, case analysis, or combination of these. May involve interaction with business or other organizations in the execution of marketing strategy. This course may not be repeated for credit. Prerequisite: MKTG 300.

MKTG 490 MARKETING STRATEGY (3)

The capstone course for marketing majors. This course develops skills in analyzing practical marketing situations and the formulation and implementation of effective marketing strategies. Discussion of the relationship of the

marketing process to the business function as a whole. Prerequisite: MKTG 300.

MKTG 494 SPECIAL TOPICS (3)

Topics of current interest in marketing. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: consent of instructor.

MKTG 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Real Estate Courses (REAL)

REAL 320 PRINCIPLES OF REAL ESTATE (3)

The study of the principles and practices surrounding real estate assets within the U.S. financial markets. Includes an investigation of urban economic forces on financing, investment, and valuation decisions, and legal effects on market efficiency. The ethical implications of real estate principles and practices will be emphasized. This course fulfills one of the requirements for both the Sales Agent and the Broker's License issued by the California Department of Real Estate. Prerequisite: FINA 300.

REAL 325 FINANCING RESIDENTIAL REAL ESTATE (3)

An overview course that explains with real-world examples how America's residential real estate finance markets operate and interact with one another. Provides an understanding of how technology is rapidly changing borrowers' ability to "shop" for mortgages and how lenders offer their products and services. Covers the entire array of mortgages available to consumers, where loans can be obtained, and what happens to loans after they are made. Places U.S. mortgage markets into a global context. The ethical dimensions of financing real estate will be brought to the forefront of classroom discussion. Prerequisite: FINA 300.

REAL 326 COMMERCIAL REAL ESTATE FINANCE AND INVESTMENT (3)

An introduction to the core principles and analytical tools useful for making investment and financing decisions regarding commercial real estate. The course reviews the fundamental financial concepts that are critical to real estate decision making; compares and contrasts different types of commercial real estate; discusses the techniques that are commonly used to determine the value of a commercial property; and introduces the various ways to finance real estate acquisitions. It also describes the roles of traditional sources of commercial real estate capital, as well

as the proliferation of newer financial products.
Prerequisite: FINA 300.

REAL 327 LEGAL ASPECTS OF REAL ESTATE (3)

The study of the historical, foundational, and fundamental legal principles involving both commercial and residential real estate. An exploration of issues, case studies, and current events in the area of real estate law and ethics in the real estate marketplace. Special emphasis is given to transactions, investments, and the development of real estate, as such relates to contracts, land use requirements, environmental concerns, and risk management matters. This course fulfills one of the requirements for the California Department of Real Estate Broker examination.

REAL 328 COMMERCIAL REAL ESTATE VALUATION (3)

An overview of real estate valuation techniques. The fundamentals of income capitalization, sales comparison and cost approaches to appraisal theory are discussed using practical examples. Through the use of commercial real estate software valuation tools (ARGUS Financial Analysis®), participants will gain the understanding of appraisal procedures used to analyze data and derive value estimates for every category of income-producing property. The importance of ethical judgment and industry standards will be emphasized along with the reconciliation process and preparation of the final appraisal report. Prerequisite: REAL 320.

REAL 329 REAL ESTATE DEVELOPMENT (3)

This course presents an overview of the real estate development process. Emphasis will be placed on how to evaluate and quantify risk, and how to assess it in light of the development opportunity. The course will help students develop the skills necessary for successful involvement in development at the entry, corporate and entrepreneurial level. Specific topics include land acquisition, due diligence, market analysis, the entitlement process, building design, construction, financing, leasing, management, and disposition. Cases will be used to reinforce and explain the various and often politically sensitive aspects of the real estate development process. Prerequisite: REAL 320.

REAL 494 SPECIAL TOPICS (3)

Topics of current interest in real estate. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: consent of instructor.

REAL 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Supply Chain Management Courses (BSCM)

BCSM 300 GLOBAL PURCHASING AND SUPPLY MANAGEMENT (3)

Emphasis on developing and maintaining successful supplier relationships in recognition of their critical importance to organizations. Systematic coverage of the process: strategic make vs. buy and outsourcing decisions; ethics and social responsibility; development of requirements; source selection; price determination and negotiation; quality management; supplier development; and relationship management. Combination of lectures, case studies and class discussions.

BCSM 302 SUPPLY CHAIN MANAGEMENT (3)

Emphasis on the tactical and strategic decisions that match supply to demand. Topics covered include forecasting and evaluating customer demand, design and operation of distribution systems, and integration of operations and purchasing activities to deliver customer value. Overview of strategic supply chain design and the integration of internal and external partners. The roles of marketing, finance, engineering, purchasing and operations in the supply chain are examined. Combination of lecture, seminar, and case discussions.

BCSM 303 STRATEGIC COST MANAGEMENT (3)

This course introduces and provides students an opportunity to apply modern cost management concepts, principles, and techniques in the supply chain management setting. Topics covered include an overview of manufacturing costs and cost-volume-profit analysis, activity-based management and activity-based costing, risk/opportunity costs and contract compensation agreements, and performance measurement. Additional topics include Total Cost of Ownership (TCO) analysis, net present value/return on investment analyses, outsourcing/make or buy analysis, and financial statement analysis as it relates to sourcing decisions. Prerequisites: ACCT 202, ECON 101. BSCM 300 can be taken concurrently.

BCSM 494 SPECIAL TOPICS (3)

Topics of current interest in supply chain management. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: consent of instructor.

BCSM 499 INDEPENDENT STUDY (1-3)

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major. Prerequisites: Senior standing and consent of instructor.

Engineering

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Vision

University of San Diego Engineering is nationally recognized for developing world class engineers empowered to become leaders with global perspective and social awareness.

Mission

University of San Diego engineering is distinguished by student-centered education that emphasizes modern engineering skills and development of the whole person. We are dedicated to innovative teaching, meaningful scholarship, and compassionate service.

The USD engineering programs are crafted to meet the traditions of USD for quality undergraduate education, the need for a more broadly-educated engineer capable of meeting the future demands and challenges of changing technology in a global economy and society, and the curriculum requirements for professional accreditation.

The Programs are nine-semester, integrated programs of study leading to a Bachelor of Science/Bachelor of Arts (BS/BA) dual degree in a specified field of engineering. In addition to a sound preparation in engineering science, design, and professional practice, the curricula address written and oral communication, human values and relations, and ethics.

Unique Features

The USD engineering programs are undergraduate programs culminating in a unique dual BS/BA degree that is a consequence of the combination of intensive technical education and the USD emphasis on a broad liberal education. Each engineering program has breadth and depth in the engineering discipline, including an extensive laboratory component in outstanding laboratory facilities dedicated to undergraduate instruction. USD engineering students can expect a personalized education in small classes with a curriculum that emphasizes preparation for work in industry and the development of professionalism and values.

Professional Accreditation

Each of the three undergraduate majors in engineering has been accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET), the recognized accreditor of college and university programs in engineering. ABET accreditation demonstrates the engineering programs' commitment to providing its students with a quality education. USD is committed to achieving and maintaining professional accreditation to cover all engineering graduates. The electrical engineering program, the industrial and systems engineering program, and the mechanical engineering program have each achieved this goal and have been accredited since 1992, 2001, and 2008, respectively.

Academic Advising

All engineering students are assigned an engineering faculty advisor who tracks the student's progress toward attaining an engineering degree. The advisor and student work together to ensure that the student is making satisfactory progress toward graduation. Freshmen are assigned an engineering advisor only if they enroll in the Engineering 101 Preceptorial during their first semester. Transfer students are initially advised by the Director of Engineering or the coordinator of the appropriate program and then assigned a permanent engineering advisor.

Recommended Prior Preparation

To complete an engineering program following a standard pattern, incoming freshmen should be prepared to enroll in calculus, English composition and literature, and a third level foreign language competency. Background deficiencies in any of the above areas may be removed at USD, but this will increase the minimum requirements for graduation in an engineering major.

Transfer students and other students seriously considering an engineering major are encouraged to contact the

Department of Engineering to receive academic advising at the earliest opportunity. The first two years of the engineering programs at USD are closely coordinated with those of many community colleges and state universities in California, making it possible to transfer from such institutions to USD with minimal disruption. While the Engineering Programs are designed to be completed in nine semesters, students may be able to complete engineering degree requirements in four years with a combination of prior preparation, AP credit, and Intersession or summer study.

Special Restrictions on the Use of the Pass / Fail Option

For engineering majors, the pass/fail option is not permitted in any course required by specific course prefix and title in the appropriate required program of study. With the foregoing exceptions, the general university pass/fail regulations apply. See the description of the pass/fail option earlier in this bulletin.

Special Program Pattern for NROTC, ROTC, and AFROTC Students

NROTC, ROTC, and AFROTC requirements add 18 to 21 units to the standard program for Engineering majors. To meet the needs of the involved officer training corps and the major, a special program pattern has been constructed utilizing Intersession and Summer Session. One aspect of the pattern is the substitution of an approved NROTC, ROTC, or AFROTC course for the engineering requirement of a course in communications. The NROTC scholarship covers the full engineering program. However, benefits beyond four years must be requested through the naval science department.

Engineering Advisory Board

The purpose of the Engineering Advisory Board is to help the engineering programs form plans and implement strategies for growth that serve the San Diego technical community while the programs serve the mission of the university. The current board draws its membership from among highly placed leaders in the technical community across several important industries, including telecommunications, energy, aerospace & defense, biotechnology, and semiconductor electronics. Since 1994, the Engineering Advisory Board has helped USD engineering to form plans and implement strategies in the following areas: 1) long-range planning for the continued development of engineering at USD; 2) development and promotion of cooperative programs and relations with industry and the San Diego community; 3) assisting in seeking sources of support for engineering and science

programs and facilities; and 4) advising the USD engineering faculty and administration on issues related to the growth and evolution of the engineering program.

Bachelor of Science / Bachelor of Arts Dual Degree Program in Electrical Engineering

Electrical engineering [A professional program accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)]

Electrical engineering is a profession that uses science, mathematics, computers and other technology, coupled with problem solving skills, to design, construct, and maintain products, services, and systems using electricity and electronics. Electrical engineers research, design, develop, and operate the many electrical systems and components that run our world. Electrical engineers are often associated with computer chips, power generation, or telecommunications. However, electrical engineers also specialize in such work as circuit design, computers and automatic control systems, microelectronics, electronic photography and television, energy sources and systems, and solid-state materials and devices. Electrical engineers work in the communications, aerospace, computer, electrical power, medical, semiconductor, and consumer electronics industries. Electrical engineering is a field with diverse challenges and many opportunities.

The EE program at USD encompasses a breadth of traditional fields and provides depth in electronics, signal analysis, and digital systems. In addition, students complete the broad range of core curriculum requirements that lead to a unique dual BS/BA degree in electrical engineering. Within the curriculum, special emphasis is placed upon engineering design and the use of the computer both as an engineering tool and as an integral component in systems. Both emphases are integrated throughout the curriculum with basic concepts introduced during the first two years followed by increasing levels of application complexity throughout the upper-division courses.

The educational objectives of the USD electrical engineering program are to develop graduates who:

- are able to apply their electrical engineering and broad academic backgrounds in their professional and personal endeavors
- can adapt to evolving job responsibilities
- can contribute effectively on a team and provide leadership in their professional careers
- Fast-changing technologies in the field of electrical engineering mean that life-long learning is a necessity for members of the profession. The significance of

electrical engineering technologies in affecting the quality of life throughout the world creates additional professional responsibilities. As part of these professional obligations, all EE majors are expected to maintain student membership in the Institute of Electrical and Electronic Engineers, Inc. (IEEE).

Electrical Engineering Advisory Board

The Electrical Engineering Advisory Board (EEAB) was organized in Summer 2001 to represent the interests of the electrical engineering industry and alumni to the electrical engineering program. The board, composed of representatives from companies such as SAIC, General Atomics, ViaSat Inc., and SDGE, serves to expand the level and role of industry affiliates in the continued development of the electrical engineering program and in the promotion of cooperative programs and relations with industry and the San Diego community.

Requirements for the EE Major: 144-147 semester units

The mathematics, science, and engineering courses listed below also satisfy the core curriculum requirements in mathematics competency, natural sciences, and upper-division writing.

Mathematics and Basic Science requirements (33-39 semester units):

Mathematics (21 units): MATH 150, 151, 250, 310, 311, 315 (or ISyE 330)

Physics (8-11 units): PHYS 270, 271, 272 (or MENG 260)

Chemistry (four units): CHEM 151, 151L

Life Science Elective (three units)

Engineering Core Requirements (19-28 units):

These courses include units in engineering science and design and other subject requirements in support of engineering practice: ELEC 201; ENGR 101, 102, 121 (or COMP 150), 311; ISyE 220 (or ECON 101), 330 (or MATH 315); MENG 210, 260 (or PHYS 272).

Electrical / Electronics Engineering Requirements (47 units):

These courses include units in electrical engineering science and design. There are eleven required courses: ELEC 301, 302, 310, 320, 340, 350, 430, 460, 470, 491W, and 492, and six units of approved electives (including at least two 3 or 4 unit courses). Approved electives include ELEC 410, 432, 450, 456, 472, 480, and 494, and COMP 340, 375, and 380. New elective offerings are often made available; a complete list of approved electives can be obtained from the coordinator of electrical engineering.

Core Curriculum Requirements (39 units):

All electrical engineering majors must satisfy the core curriculum specified by the university. In addition to categories covered under the major requirements above, the electrical engineering program also requires the following specific courses: engineering ethics (PHIL 342), communications (COMM 103 or NAVS 201 for students in NROTC, MILS 301 for students in ROTC, or AS 300A for students in AFROTC) and economics (ECON 101 or ISyE 220).

Available Minors

The electrical engineering standard pattern qualifies students for a minor in mathematics without any additional courses. Interested majors should apply to the mathematics department for specific approval of the minor. Minors are possible in other areas, particularly computer science, but also physics, business administration, etc., by the addition of courses not included in the engineering standard patterns. The interested student should consult this bulletin or the specific department for guidance, as well as an engineering advisor for career-oriented advice.

Bachelor of Science / Bachelor of Arts Dual Degree Program in Industrial and Systems Engineering

Industrial and Systems Engineering [A professional program accredited by the Engineering Accreditation

Required Program of Study, Engineering Lower-Division

Freshman Year Semester I

MATH 150 (4)
CHEM 151/151L (4)
ENGR 101 (Precept)(3)
CC electives (6)

Freshman Year Semester II

ENGR 102 (3)
ENGR 121¹ or CC (3)
MATH 151(4)
PHYS 270 (4)
CC elective (3)

Sophomore Year Semester I

ENGR 121¹ or CC (3)
MATH 250 (4)
MENG 210 (3)
PHYS 271 (4)
CC elective (3)

Sophomore Year Semester II

COMM 103² (3)
ELEC 200 (4) or
ELEC 201 (4)
ISyE 220³ (3)
MATH 310 (3)
MENG 260 (3) or
PHYS 272 (3)

¹ Engineering students may substitute COMP 150 for ENGR 121

² ROTC students may make approved substitutions for COMM 103, but must still complete all university core requirements.

³ Electrical engineering and mechanical engineering students may substitute ECON 101 for ISyE 220

Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)].

Industrial and Systems Engineering (ISyE) applies basic engineering skills from mathematics and the physical sciences, specialized analysis techniques, and an understanding of how people interact with machines and each other to design and evaluate the performance of systems in industry and in the service sector. Examples of the types of systems that may be analyzed by ISyEs include health care delivery systems, product distribution systems, and manufacturing systems. The factor that most distinguishes ISyE from other engineering disciplines is the attention devoted to human involvement in the systems being analyzed.

Educational Objectives

The ISyE program seeks to develop graduates who:

- have established careers in industrial and systems engineering in industry, service, consulting, or government organizations
- design, develop, implement and improve integrated industrial and service systems to achieve organizational goals
- collaborate with others as members or leaders of engineering or multidisciplinary teams
- continue to develop skills in engineering, business, management, or other industrial and systems engineering related fields.

To achieve these objectives coursework in the ISyE program emphasizes the process of developing analytical models for real-world systems and using computer-based techniques to explore ways in which the systems can be made to function more efficiently. The upper-division ISyE courses emphasize the general principles of designing and evaluating systems and the application of these principles to many different types of systems. Because the analysis of systems frequently requires an understanding of topics from the field of business administration, the ISyE program appropriately draws upon the expertise of the faculty in the School of Business Administration.

The ISyE major student is expected to be involved in professional aspects of the field. Since the engineering profession places a high value on professional society involvement, students enrolled in the industrial and systems engineering major are expected to be active student members of the Institute of Industrial Engineers (IIE).

Requirements for the ISyE Major: 147 semester units

The mathematics, science, and engineering courses listed below also satisfy the core curriculum requirements in

mathematics competency, natural sciences, and the upper-division writing course.

Mathematics and Basic Science requirements (30-33 semester units):

Mathematics (15 units): MATH 150, 151, 250, 310 or 320;

Physics (8-11 units): PHYS 270, 271, 272 (or MENG 260)

Chemistry (four units): CHEM 151, 151L

Life Science Elective (three units)

Engineering Core Requirements (29-32 units):

These courses include units in engineering science and other subject requirements in support of engineering practice: ELEC 200 or 201; ENGR 101, 102, 121, 311; ISyE 220, 330, 350; MENG 210, MENG 260.

Industrial and Systems Engineering Requirements (46 units):

These courses include units in ISyE science and design. There are ten required ISyE courses: ISyE 310, 320, 335, 340, 391W, 420, 430, 460, 470, and 492. Students also select fourteen units of ISyE program electives, to include at least one lab course, approved by the student's advisor. Nine units of these electives must be engineering courses. Approved engineering electives include ISyE 410, 440, 450, and 494 (Special Topics).

Core Curriculum Requirements (39 units):

All ISyE majors must satisfy the core curriculum specified by the university. In addition to categories covered under the ISyE major requirements below, the ISyE program requires the following specific core curriculum courses: engineering ethics (PHIL 342), and communications (COMM 103 or NAVS 201 for students in NROTC, MILS 301 for students in ROTC, or AS 300A for students in AFROTC).

Bachelor of Science / Bachelor of Arts Dual Degree Program in Mechanical Engineering

Mechanical Engineering [A professional program accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)].

Mechanical engineering is a profession that applies the principles of mathematics, science and engineering for analysis, design, manufacturing, and maintenance of mechanical systems. Mechanical engineers research, develop, design, and manufacture engines, machines, and other mechanical devices for the benefit of society. They work on power-producing machines such as automobile and jet engines. They also develop power-using machines such as air-conditioners, robots, machine tools, and manufacturing equipment. Mechanical engineers are also at the forefront of newly developed technologies such as

bioengineering, nanoengineering, environmental engineering, and renewable energy. Our mechanical engineering curriculum includes study in the following areas:

Thermal sciences, including thermodynamics, fluid mechanics, and heat transfer with applications in the efficient conversion of energy that allows the development of commercial power plants, environmentally friendly lawn mower engines, and cryogenic medical devices used to treat cancer.

Mechanics and materials, including the analysis of machine elements, materials, and dynamics to improve products such as artificial knees, automobile suspensions, and space vehicles.

Design and manufacturing, including application of manufacturing processes and integration of engineering fundamentals from the thermal science, mechanics and materials areas in analysis and synthesis of mechanisms and machinery.

The USD mechanical engineering curriculum is broad-based, hands-on, and design-oriented. We emphasize a student-centered education in small classes with a liberal arts foundation. The first two years of study are substantially the same as for the electrical engineering and industrial and systems engineering programs. The mechanical engineering dual BS/BA Program includes 144-147 units and has a standard course pattern with nine semesters. While the curriculum is designed to be completed in nine semesters, students may be able to complete the program in four years with a combination of prior preparation, AP credit, and summer study. An extensive laboratory component supports and complements theory and practice.

The mechanical engineering program prepares program graduates to work for small or large companies in most industries throughout Southern California, the United States, and internationally. Graduates may work in most industries, including aerospace, automotive, bioengineering, environmental, product design and manufacturing industries. The program also prepares graduates for a career in government, to enter graduate school in an area related to mechanical engineering, as well as to pursue a professional degree, for example in business, law, or medicine. Student will be qualified to take the fundamentals of engineering exam as the first step toward professional registration.

Students majoring in mechanical engineering are expected to advance the integrity, honor, and dignity of their chosen profession. As part of these professional obligations, all ME majors are encouraged to maintain student membership in the American Society of Mechanical Engineers (ASME).

Educational Objectives

The mechanical engineering program seeks to develop graduates who are able to:

- apply their mechanical engineering and broad academic backgrounds in their professional and personal endeavors
- adapt to evolving job responsibilities
- communicate effectively
- contribute and provide leadership in a team environment.

Mechanical Engineering Advisory Board

The Mechanical Engineering Advisory Board was established in 2005 with members representing current students, alumni, parents, higher education, and local industries. The board, composed of representatives from companies including Hamilton-Sunstrand, Zimmer Dental,

Required Program of Study Mechanical Engineering Upper-Division

Junior Year Semester I

ENGR 311 (3)
MENG 300 (3)
MENG 351 (2)
MENG 375 (3)
ISyE 330 (3)*
CC elective (3)

Junior Year Semester II

MENG 350 (4)
MENG 360 (4)
MENG 370 (4)
MENG 380 (3)

Senior Year I Semester I

MENG 400 (4)
MENG 420 (3)
MENG 430 (3)
MENG 491W (4)
PHIL 342 (3)

Senior Year I Semester II

MENG 460 (4)
MENG 492 (3)
MENG elective (3)
CC electives (6)

Senior Year II Semester I

MENG elective (3)
CC electives (12)

Total units (Standard Pattern): 144-147

* Mechanical Engineering students may substitute MATH 315 for ISyE 330.

Asymtek, Hewlett-Packard, Trane, and others, contributes to the on-going development of the mechanical engineering program, and provides mentorship and internship opportunities to our students.

Requirements for the Mechanical Engineering Major: (144-147 semester units)

The mathematics, science, and engineering courses listed below also satisfy the core curriculum requirements in mathematics competency, natural sciences, and the upper-division writing course.

Mathematics and Basic Science requirements (30-33 semester units):

Mathematics (18 units): MATH 150, 151, 250, 310, and MATH 315 (or ISyE 330)

Physics (eight units): PHYS 270 and 271

Chemistry (four units): CHEM 151, 151L

Life Science Elective (three units)

Engineering Core Requirements (26-32 units):

These courses include units in engineering science, computer programming, engineering design, and other subject requirements in support of engineering practice: ENGR 101, 102, 121, 311; ISyE 220 (or ECON 101), 330 (or MATH 315); MENG 210, 260, 350 (also listed as ISyE 350); ELEC 200 or 201.

Mechanical Engineering Requirements (46 units):

These courses include units in mechanical engineering science, laboratory, and design. There are twelve required courses: MENG 300, 351, 360, 370, 375, 380, 400, 420, 430, 460, 491W, and 492. Students also select two additional mechanical engineering elective courses. A list of approved mechanical engineering electives is available from the coordinator of mechanical engineering.

Core Curriculum Requirements (39 units):

All mechanical engineering majors must satisfy the core curriculum specified by the university. In addition to categories covered under the major requirements above, the mechanical engineering program requires the following specific courses: engineering ethics (PHIL 342),

communications (COMM 103 or NAVS 201 for students in NROTC, MILS 301 for students in ROTC, or AS 300A for students in AFROTC) and economics (ECON 101 or ISyE 220).

General Engineering Courses (ENGR)

Note: Most engineering, and many mathematics and science courses, required by the engineering program are offered only in the fall or spring semester, but not both. Consult individual course sections for semester offering pattern, or see an engineering advisor.

ENGR 101 INTRODUCTION TO ENGINEERING (3)

[Required preceptorial, freshman fall semester]

Introduction to the field of engineering. Exploration of problem solving in lecture and laboratory projects in differing engineering disciplines. Introduction to engineering software tools. Intended for majors in engineering or those exploring careers in engineering. Four hours lecture-recitation-laboratory weekly. Fall semester.

Prerequisites: Concurrent enrollment in MATH 115 or 150 required.

ENGR 102 INTRODUCTION TO ENGINEERING DESIGN PRACTICE (3)

Planning, development, implementation, and documentation of a team design project including project proposals, design status reports, and final project reports. Skills and concepts in engineering disciplines. Four hours lecture-recitation-laboratory weekly. Spring semester.

Prerequisites: ENGR 101. Concurrent enrollment in PHYS 270; MATH 150. Concurrent enrollment in MATH 151 recommended.

ENGR 121 ENGINEERING PROGRAMMING (3)

Fundamentals of computer usage and programming in a structured, high-level language as commonly used in engineering systems development and applications; modular programming principles; use of the operating system and language constructs for program input/output;

Required Program of Study Industrial and Systems Engineering Upper-Division

Junior Year Semester I	Junior Year Semester II	Senior Year I Semester I	Senior Year I Semester II	Senior Year II Semester I
ENGR 311 (3)	ISyE 320(3)	ISyE 420 (4)	ISyE 492 (2)	ISyE Elective IV (3)
ISyE 310 (4)	ISyE 335 (4)	ISyE 430 (3)	ISyE program elective II (4)	CC Electives (12)
ISyE 330 (3)	ISyE 350 (4)	ISyE 470 (3)	ISyE elective III (3)	
ISyE 340 (3)	ISyE 460 (3)	ISyE program elective I (4)	CC electives (6)	
ISyE 391W (3)	CC elective (3)	PHIL 342 (3)		
Total units (Standard Pattern): 147				

object-oriented programming. Three hours lecture weekly. Prerequisites: MATH 150.

ENGR 294 SPECIAL TOPICS IN ENGINEERING (1-4)

Special topics in various areas of engineering science theory and practice, including laboratory. May be used to correct certain deficiencies in transfer work or for special projects. Prerequisite: Sophomore standing in engineering and permission of the instructor. May be repeated for credit for up to four credits total toward degree requirements.

ENGR 298 INTERNSHIP / CO-OP EXPERIENCE (1-3)

Directed lower-division internship or co-operative experience in an engineering or related activity. Usually involves a three-month summer work assignment with industrial firms or government agencies. Written report required. Credit not applicable to minimum engineering program graduation requirements. May be repeated for credit. Prerequisites: Permission of the engineering director; MENG 210 and ELEC 200 or 201 recommended. Summer semester.

ENGR 311 ENGINEERING MATERIALS SCIENCE (3)

Basic concepts of material structure and its relation to properties; atomic structure; mechanical, electrical, and magnetic properties; engineering applications; introduction to semiconductor physics. Three hours lecture weekly. Fall semester. Prerequisites: CHEM 151 and 151L or equivalent; PHYS 271; MATH 151.

Electrical / Electronics Engineering Courses (ELEC)

ELEC 102 INTRODUCTION TO ELECTRO-TECHNOLOGY (3)

Introduction to the underlying scientific principles of electrical and electronic technologies encountered in our daily lives. This course answers how and why for the student with minimal background in physical science. Foundations of both historic and emerging technologies, and how they affect our environment and society are presented. This course fulfills a non-laboratory core curriculum Physical Science requirement for non-majors. Three hours lecture-recitation-demonstration per week.

ELEC 200 ELECTRICAL ENGINEERING PRINCIPLES AND APPLICATIONS (4)

Introduction to the basic concepts related to circuits and circuit elements, power, and semiconductor devices. Selected topics that illustrate the variety of applications of electrical engineering. Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisites: MATH 151, PHYS 271; concurrent enrollment in MATH 310. Not open to Electrical Engineering majors.

ELEC 201 ELECTRICAL CIRCUITS (4)

Electrical element physical behavior and component models; network laws and analysis techniques; time and frequency domain techniques for the analysis of linear

networks; computer-aided analysis using SPICE or approved equivalent; introduction to AC power; laboratory circuit design, testing, and verification. Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisites: MATH 151, PHYS 271; concurrent enrollment in MATH 310.

ELEC 301 ELECTRONICS I (4)

Analysis and design of analog and digital electronic devices, circuits and systems including single and multiple transistor amplifiers, logic gates and other digital logic building block elements; low frequency models of bipolar junction transistors and field effect transistors; design features and characteristics of integrated circuit operational amplifiers; computer-aided analysis and design using SPICE; laboratory design, testing and verification. Three hours lecture and one three-hour laboratory weekly. Fall semester. Prerequisite: ELEC 201 or equivalent.

ELEC 302 ELECTRONICS II (4)

Electronic circuit design including integrated circuit realizations; computer-aided design using SPICE; power amplifiers and output stages; design of feedback amplifiers and active filters; frequency response including high frequency models of electronic devices; laboratory design, testing and verification. Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisites: ELEC 301, concurrent enrollment in ELEC 350.

ELEC 310 INTRODUCTION TO MICROCOMPUTERS (4)

Introduction to a basic microprocessor and its applications; microcomputer systems organization; memory and I/O device interfacing; assembly language programming of a basic microprocessor; use of assemblers and other development tools. Three hours lecture and one three-hour laboratory weekly. Fall semester. Prerequisites: ENGR 121, ELEC 201 or equivalent and consent of instructor.

ELEC 320 PRINCIPLES OF ELECTRICAL POWER (3)

Fundamentals of electrical power circuits and devices; electromechanical energy conversion; theory and analysis of magnetic circuits and transformers; theory and analysis of DC and AC electric machines including steady-state and dynamic characteristics. Three hours lecture weekly. Fall semester. Prerequisites: ELEC 201 or equivalent, MATH 310.

ELEC 340 SYSTEMS LOGIC DESIGN (4)

Analysis and design of combinational and sequential digital circuits; digital circuit design using MSI, LSI, and VLSI; digital systems design using programmable logic devices; design and simulation using a hardware description language; asynchronous sequential logic; digital electronics.

Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisites: ELEC 310, 301.

ELEC 350 SIGNALS AND SYSTEMS (3)

Mathematical modeling of physical systems; methods of analysis for linear, time-invariant systems; time and frequency domain analysis; Fourier series; Laplace and Fourier Transform methods of analysis; state variable representation; sampling theorem; simulation diagrams; introduction to discrete-time approximations and analysis; computer-aided analysis and simulation using MATLAB or equivalent. Three hours lecture weekly. Spring semester. Prerequisites: ENGR 121 or equivalent, ELEC 201, or equivalent, and MATH 310.

ELEC 410 MICROCOMPUTER-BASED SYSTEMS DESIGN (3)

Use of microcomputer as an engineering system component in design; systems characteristics and programming of microprocessors, microcontrollers and related architectures; data acquisition, control, timing, I/O, and interfacing; use of computer-aided tools for design and evaluation of microcomputer-based systems; design projects. Prerequisite: ELEC 340.

ELEC 430 APPLIED ELECTROMAGNETICS (4)

Principles of electromagnetic fields, propagation, and transmission; Maxwell's equations and classical solutions using boundary conditions; microwave transmission line principles and applications; waveguides; introduction to antennas. Computer-aided analysis and design. Three hours lecture and one three-hour laboratory weekly. Fall semester. Prerequisite: MATH 250 and 311, PHYS 271, ELEC 350.

ELEC 432 RADIO FREQUENCY AND MICROWAVE ENGINEERING (3)

An introduction to the design and analysis of active and passive radio frequency and microwave circuits. Topics include radio frequency and microwave circuit analysis, measurement methods, transmission line structures, matching networks, oscillators, and mixers. Computer-aided analysis and design. Prerequisites: MATH 311, ELEC

302, and ELEC 430 completed or concurrent. Co-requisite: ELEC 470.

ELEC 450 DIGITAL SIGNAL PROCESSING AND APPLICATIONS (4)

Analysis and design of sampled-data and discrete-time systems; z-transform and state-space techniques; introduction to hardware implementation; principles of digital signal processing and control including noise considerations; computer-aided analysis and design. Prerequisites: ELEC 350 and MATH 315 or equivalent completed or concurrent.

ELEC 456 BIOMEDICAL INSTRUMENTATION (3)

Techniques and equipment used by engineers in biomedical signal acquisition, biomedical signal analysis, and medical environment. Theory and application of biomedical technology. Basics of and requirements for biosignal transducing, amplification, and processing. Topics include current biomedical imaging technology, biomedical safety, and biomedical ethics. Prerequisite: ELEC 302.

ELEC 460 CONTROL SYSTEMS ENGINEERING (4)

Analysis and design of linear feedback systems; control components; time, frequency, and transform domain representations and design techniques; systems specifications, performance indices, evaluation and testing; controller and compensator design; complex frequency and state-variable techniques. Introduction to sampled-data systems. Computer-aided design and simulation. Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisites: ELEC 320, 350, and MATH 311.

ELEC 470 COMMUNICATION PRINCIPLES AND CIRCUITS (4)

Signal analysis; analog and digital modulation and detection techniques; modern communication circuits and devices. Application of probability theory and random processes to communication systems. Three hours lecture and one three-hour laboratory weekly. Fall semester. Prerequisites: ELEC 302, 350, and MATH 311, 315 or equivalent completed or concurrent.

Required Program of Study, Electrical Engineering Upper-Division

Junior Year Semester I

ELEC 301 (4)
ELEC 310 (4)
ENGR 311 (3)
MATH 311 (3)
CC elective (3)

Junior Year Semester II

ELEC 302 (4)
ELEC 340 (4)
ELEC 350 (3)
MATH 315* (3)
CC elective (3)

Senior Year I Semester I

ELEC 320 (3)
ELEC 470 (4)
ELEC 430 (4)
ELEC 491W (4)

Senior Year I Semester II

ELEC 460 (4)
ELEC 492 (3)
ELEC elective (3)
PHIL 342 (3)
CC elective (3)

Senior Year II Semester I

ELEC elective (3)
CC electives (12)

Total units (Standard Pattern): 144-147

*Electrical Engineering students may substitute ISyE 330 for MATH 315.

ELEC 472 WIRELESS AND DIGITAL COMMUNICATIONS (3)

Digital and wireless communication systems and modulation techniques. Schemes for multiplexing and multiple access in wireless networks. Propagation and channel coding issues. Practical issues in the design and development of cellular, satellite-based, and other wireless communication systems. Prerequisite: ELEC 470

ELEC 480 OPTOELECTRONIC MATERIALS AND DEVICES (3)

Introduction to the operation and design of optoelectronic materials and devices including compound semiconductors, fabrication, crystal growth, and devices such as lasers, LEDs, and detectors. Prerequisites: ENGR 311 and ELEC 301 completed or concurrent.

ELEC 491W ELECTRICAL ENGINEERING DESIGN AND PRACTICE I (4)

Proposal and design phase of a capstone project culminating in a documented and approved project to be completed in Electrical Engineering Design and Practice II (ELEC 492). Computer-aided design techniques to study design alternatives and support the final design selection: evaluation of ethical, economic, societal, organization, and safety considerations in the design process. Development of individual and group written and oral communication skills. Topics include formal memo writing, oral and written reports incorporating peer review, iterative drafting techniques, and formal final multimedia presentation incorporating peer and external review. Three hours lecture-recitation and one three-hour laboratory weekly. Fall semester. Prerequisites: ELEC 302, ELEC 340, and ELEC 350.

ELEC 492 ELECTRICAL ENGINEERING DESIGN AND PRACTICE II (3)

Principles of engineering design of electrical and electronic circuits and systems; technical and non-technical considerations; planning, implementation, evaluation, and documentation of an engineering design project; written and oral proposal, design reviews, and final project report; application and computer-aided analysis and design. Two hours lecture-recitation and one three-hour laboratory weekly or approved equivalent via a sponsored internship project. Spring semester. Prerequisites: ELEC 491W.

ELEC 494 SPECIAL TOPICS IN ELECTRICAL ENGINEERING (1-4)

Special topics seminar in areas of special interest to current engineering practice in electrical/electronics/computer engineering. May be repeated for credit. Prerequisites: Upper-division standing and consent of instructor.

ELEC 498 INTERNSHIP / CO-OP EXPERIENCE (1-3)

Directed upper-division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report

required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites: Second semester junior standing in the EE major or consent of instructor. Summer semester.

ELEC 499 INDEPENDENT STUDY (1-3)

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second semester junior standing in the EE major or approval of instructor. Every semester.

Industrial and Systems Engineering Courses (ISyE)**ISYE 220 ENGINEERING ECONOMICS (3)**

Principles of financial analysis appropriate for evaluating the economic impact of engineering projects. Three hours lecture weekly. Prerequisite: Sophomore standing in engineering. Spring semester.

ISYE 310 WORK ANALYSIS AND DESIGN (4)

Introduction to the fundamental methods for analyzing and designing procedures to perform operations in the workplace. Includes time and motion study, methods improvement and workplace design. Three hours lecture and one three-hour laboratory weekly. Fall semester. Prerequisite: ENGR 101, MATH 151; Junior standing in engineering.

ISYE 320 INTRODUCTION TO SYSTEMS ENGINEERING (3)

Introduction to the theory and methods used to design and analyze systems. Principles of the system life-cycle including problem identification, description, modeling, solution and implementation. Three hours lecture weekly. Spring semester. Prerequisite: ENGR 101, MATH 151, Junior standing in engineering.

ISYE 330 ENGINEERING PROBABILITY AND STATISTICS (3)

Introduction to probability and applied statistics within an engineering context. Topics include probability, discrete and continuous probability distributions, and statistical tests and confidence intervals for one and two samples. Three hours lecture weekly. Fall semester. Prerequisite: MATH 250 completed or concurrent.

ISYE 335 STATISTICAL PROCESS CONTROL (4)

Application of statistics to improving quality and productivity. Both traditional and modern methods are presented, including state-of-the-art techniques for statistical process monitoring and control. Introduction to Six Sigma quality methodology and the DMAIC (define, measure, analyze, improve, and control) problem-solving strategy for continuous quality improvement. Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisite: ISyE 330.

ISYE 340 OPERATIONS RESEARCH I (3)

Deterministic and stochastic models in operations research. Linear programming, networks, markov processes, queuing, and other modeling techniques. Emphasis on modeling and interpreting solutions to problems encountered by industrial and systems engineers. Three hours lecture weekly. Fall semester. Prerequisites: Mathematics 250, Mathematics 310 or 320. Credit or concurrent registration in ISyE 330.

ISYE 350 MANUFACTURING PROCESSES (4)

Description, classification and analysis of manufacturing processes used in the transformation of metal, polymers, and ceramics into consumer or capital goods. Topics include analysis of variables that affect process operations, performance, quality and cost, and the design of process plans. Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisites: MENG 210, ENGR 311. Crosslisted as MENG 350.

ISYE 391W INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE (3)

Development of skills and knowledge needed to successfully manage projects in ISyE. Topics include project management, teamwork, the role of ISyE in an organization, career planning, formal memo writing, oral and written reports incorporating peer review, iterative drafting techniques, and formal final multimedia presentation incorporating peer review. Three hours lecture weekly. Fall semester. Prerequisites: Junior Standing in ISyE.

ISYE 410 HUMAN FACTORS (4)

An introduction to the field of ergonomics/human factors engineering. Principles of workplace and environmental design to conform to the physical and mental abilities and limitations of people are presented. Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisites: ISyE 330 or equivalent.

ISYE 420 SIMULATION OF PRODUCTION AND SERVICE SYSTEMS (4)

Modeling and analysis of systems using computer-based discrete event simulation. Principles of modeling, validation, and output analysis are developed using high-level simulation languages. Three hours lecture and one three-hour laboratory weekly. Fall semester. Prerequisite: ENGR 121 or equivalent, ISyE 340 completed or concurrent.

ISYE 430 DESIGN AND ANALYSIS OF EXPERIMENTS (3)

Systematic application of statistical techniques to the design and analysis of engineering experiments. Application of experimental design to the improvement of products, processes, and services. Topics will include analysis of variance, single factor experiments, factorial and fractional

factorial experimental designs, robust design, and response surface methods. Three hours lecture weekly. Fall semester. Prerequisite: ISyE 330, ISyE 335 or consent of instructor.

ISYE 440 OPERATIONS RESEARCH II (3)

Methods for developing and analyzing operations research models. Simplex method, duality, sensitivity analysis, integer programming methods, dynamic programming, network algorithms, decision theory, queuing. Three hours lecture weekly. Spring semester. Prerequisites: ISyE 340.

ISYE 450 MANUFACTURING SYSTEMS (4)

Introduction to principles of manufacturing automation, including process and machine control, control systems, programmable logic controllers, robotics, material transport and storage systems. Application of group technology and flexible manufacturing systems to manufacturing industries. Three hours lecture and one laboratory weekly. Fall semester. Prerequisite: ENGR 121, ELEC 200 or 201, ISyE 350.

ISYE 460 OPERATIONS AND SUPPLY CHAIN MANAGEMENT (3)

Concepts in planning, controlling, and managing the operations function of manufacturing and service firms. Topics include operations strategy, forecasting, capacity, production planning and control, and trends in operations and supply chain management. Emphasis on the development and use of mathematical models and algorithms used to analyze and improve the use of material, labor and information in various processes. Three hours lecture weekly. Spring semester. Prerequisites: ISyE 220, 340.

ISYE 470 FACILITIES PLANNING (3)

Analysis and design of production and service facilities. Analytical and computer-based techniques to assist with strategic planning, process design, material handling and flow, layout and facility location. Three hours lecture weekly. Fall semester. Prerequisite: ISyE 340, 460.

ISYE 492 INDUSTRIAL AND SYSTEMS ENGINEERING DESIGN PROJECT (2)

Capstone Senior design project. Application of principles of Industrial and Systems Engineering from throughout the curriculum to a design project. Written and oral reports, design reviews, final project report and presentation. Six hours of laboratory weekly. Spring semester. Prerequisites: ISyE 391W, credit or concurrent registration in ISyE 310, 320, 335, 350, 420, 470.

ISYE 494 SPECIAL TOPICS IN INDUSTRIAL AND SYSTEMS ENGINEERING (1-4)

Special topics seminar in areas of special interest to current engineering practice in Industrial and Systems Engineering. May be repeated for credit. Prerequisites: Upper-division standing and consent of instructor.

ISYE 498 INTERNSHIP / CO-OP EXPERIENCE (1-3)

Directed upper-division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites: Second semester junior standing in the ISyE major or consent of instructor.

ISYE 499 INDEPENDENT STUDY (1-3)

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second semester junior standing in the ISyE major or approval of instructor.

Mechanical Engineering Courses (MENG)**MENG 210 STATICS (3)**

Equilibrium analysis of particles and rigid bodies using vector analysis of forces and moments in two and three dimensions; free body diagrams; friction; analysis of trusses; distributed forces; basics of shear and moment diagrams; centroids; and moments of inertia. Three hours lecture weekly. Fall semester. Prerequisites: PHYS 270; MATH 150; MATH 250 completed or concurrent recommended.

MENG 260 INTRODUCTION TO THERMAL SCIENCES (3)

Introduction to basic engineering thermodynamics, fluid mechanics, and heat transfer. Applications to engineering systems. Three hours lecture weekly. Spring semester. Prerequisites: MATH 151, PHYS 270.

MENG 300 APPLIED THERMODYNAMICS (3)

Further developments of concepts from classical thermodynamics. Application of laws of thermodynamics to gas and vapor power cycles, mixtures of gases and vapors, and refrigeration cycles. Moist air analysis and chemically reacting systems. Three hours lecture weekly. Fall semester. Prerequisites: MENG 260.

MENG 350 MANUFACTURING PROCESSES (4)

Description, classification and analysis of manufacturing processes used in the transformation of metal, polymers, and ceramics into consumer or capital goods. Topics include analysis of variables that affect process operations, performance, quality and cost, and the design of process plans. Three hours lecture and one three-hour laboratory weekly. Spring semester. Prerequisites: MENG 210, ENGR 311. Crosslisted as ISyE 350.

MENG 351 CAD AND MACHINE SHOP PRACTICES (2)

Introduction to 3D computer-aided design of components and assemblies using modern solid modeling tools.

Introduction to metal and wood working machines and practices, with emphasis on development of basic competence and safety. Two three-hour laboratories weekly. Fall semester. Prerequisites: ENGR 102.

MENG 360 FLUID MECHANICS (4)

Basic laws of fluid mechanics with applications to engineering problems, including dimensional analysis and similitude, boundary layer analysis, internal and external flows, compressible flow, and turbomachinery analysis. Three hours lecture and three-hour laboratory weekly. Spring semester. Prerequisites: MENG 260 and MATH 310.

MENG 370 MECHANICS OF MATERIALS (4)

Analytical methods for determining stress and strain, torsion, bending of beams, shearing stress in beams, combined stresses, principal stresses, and deflection in beams. Three hours lecture and three-hour laboratory weekly. Spring semester. Prerequisites: MENG 210; ENGR 311.

MENG 375 DYNAMICS (3)

Analysis of dynamics of particles and rigid bodies using vector methods in two and three dimensions. Topics include kinematics and kinetics of translational and rotational motion, energy and momentum methods. Three hours lecture weekly. Fall semester. Prerequisites: MENG 210.

MENG 380 MACHINE DESIGN I (3)

Kinematics and dynamic analysis of machinery; mechanism synthesis techniques for function, motion, path generators; and design applications with linkages, cams, and gears. Three hours lecture weekly. Spring semester. Prerequisites: MENG 375.

MENG 400 HEAT TRANSFER (4)

Heat transfer by conduction, convection, radiation, and combinations thereof. Introduction to heat exchanger analysis and design, along with other applications. Three hours lecture and three-hour laboratory weekly. Fall semester. Prerequisites: MENG 360.

MENG 410 ALTERNATIVE ENERGY SYSTEMS (3)

Thermodynamics of traditional fossil fuels and bio fuel combustion. Analysis of solar, wind, wave, and tidal power systems. Introduction to fuel cells and advanced battery technology. Discussion of the current technological limitation of each topic listed above. Three hours of lecture weekly. Prerequisite: MENG 360, or consent of instructor.

MENG 420 COMPUTER APPLICATIONS IN MECHANICAL ENGINEERING (3)

Mechanical design and analysis using commercially available solid modeling, kinematics, and FEA computer software. Numerical methods and their applications using root solving, optimization, regression analysis, numerical

differentiation and integration will be covered. An introduction to finite difference and finite element methods will also be presented. Two hours lecture and one three-hour laboratory weekly. Fall semester. Prerequisites: ENGR 121, MATH 250 and 310, MENG 351 and 370.

MENG 430 MACHINE DESIGN II (3)

Analysis and design of mechanical components against failures under steady and fatigue loads. Design applications of various machine elements, such as shafts, bearings, gears, springs, and fasteners. These are integrated into mini-design projects required of all students. Three hours lecture weekly. Spring semester. Prerequisites: MENG 370 and 380. Concurrent enrollment in MENG 420.

MENG 460 SYSTEM DYNAMICS AND VIBRATIONS (4)

Analysis and design of dynamic systems in various engineering domains; modeling of mechanical and electrical systems, free and forced responses, time and frequency domain analysis, applications in isolation and control of mechanical vibrations, and vibration measuring instruments. Three hours lecture and three-hour laboratory weekly. Spring semester. Prerequisites: MENG 375 and 420.

MENG 462 TOPICS IN FLUID MECHANICS (3)

Additional topics in fluid mechanics, including the differential description of fluid flow, its application to channel flow, pipe flow, and boundary layers, scaling of the equations, methods in computational fluid dynamics, and an introduction to turbulence. Three hours lecture weekly. Prerequisite: MENG 360

MENG 491W SENIOR DESIGN PROJECT I (4)

This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on the chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation, as well as written and oral presentation skills. Three-hour lecture-recitation and one three-hour laboratory weekly. Fall semester. Prerequisites: COMM 103. Concurrent enrollment in MENG 400 and 430.

MENG 492 SENIOR DESIGN PROJECT II (3)

Mechanical engineering capstone design experience in a simulated industrial environment. Students work in teams, in collaboration with an engineering faculty and/or an engineering professional from industry, on an open-ended design project. This involves designing, construction, testing and evaluation as well as consideration of issues related to ethics, economics, safety and professional practice. Two-hour lecture-recitation and one three-hour laboratory weekly. Spring semester. Prerequisite: MENG 491W in semester immediately preceding.

MENG 494 SPECIAL TOPICS IN MECHANICAL ENGINEERING (1-4)

Special topics seminar in areas of special interest to current engineering practice in Mechanical Engineering. May be repeated for credit. Prerequisites: Upper-division standing and consent of instructor.

MENG 498 INTERNSHIP / CO-OP EXPERIENCE (1-3)

Directed upper-division level internship/co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites: Second semester junior standing in the ME major or consent of instructor.

MENG 499 INDEPENDENT STUDY (1-3)

Individual design or research project under the general supervision of participating professor. Project proposal must be submitted and approved prior to enrollment. Prerequisite: Second semester junior standing in the ME major or consent of instructor.

Paralegal Studies Certificate Program

Susan M. Sullivan, MA, DIRECTOR

The Paralegal Studies Certificate Program is offered for students who are interested in law-related careers. The program can provide useful insights for students interested in law school as well as give a basis for future decisions about their legal career.

Paralegals are trained members of a legal team who work under the supervision of attorneys. They are involved in most phases of legal services, including interviewing of clients, legal research, and the drafting of documents. Graduates of the program are employed by law firms, banks, corporations, and government agencies.

Students who successfully complete the program receive a certificate upon their graduation from USD. Employment assistance is available to graduates. Pre-employment workshops aid the student in preparing for the job search. This program is approved by the American Bar Association.

Students must formally apply for admission to the program and be accepted before they register for any Paralegal Studies courses. To be considered for the program, students must have achieved second-semester junior standing at USD and a grade point average of at least 3.0. All courses must be taken for a letter grade.

Courses are taught by practicing attorneys who have worked with paralegals.

The undergraduate certificate program in Paralegal Studies includes 18 units of coursework. All students in the program must complete PLST 400, 405, and 498. In addition, each student selects one specialty course from PLST 420 or 450. Students must also take a non-credit computer class. All coursework is counted toward the 124 credits of the USD degree as electives. Contact the program office at (619) 260-4579 or go to www.sandiego.edu/paralegal for more information.

Courses (PLST)

PLST 400 INTRODUCTION TO LAW (2)

This course will familiarize students with the nature, meaning, and source of law; the organization of the legal system and the legal profession; law office procedures; professional ethics; and areas not covered in the specialty.

PLST 405 LEGAL RESEARCH (2)

Students will develop the skills necessary to do legal research by studying the structure of state and federal courts, as well as learning how to use primary and secondary sources of law; judicial reports; case findings; and annotated law reports.

PLST 420 BUSINESS LITIGATION (9)

This course will provide students with an understanding of the laws, procedures, and skills that are part of the legal business practice. Students will become familiar with contracts, understand the different types of business entities, and the basics of the litigation process. An intellectual property component provides an overview of trademarks, patents, copyrights, and trade secrets.

PLST 450 GENERAL LITIGATION (9)

This specialty will include theory and practical skills in the areas of civil and criminal litigation, family law, and real estate. Civil and criminal litigation will include both federal and state court rules, and will emphasize procedures for processing cases through the court system. State court practice will be based on California law, but with sufficient understanding to be adapted to other states.

PLST 498 INTERNSHIP (2)

Students are placed in law offices, legal clinics, government agencies, and corporations to gain legal experience by working in the business environment.

Recommended Program of Study, Paralegal Studies

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
ENGL 304W (3) or comparable writing course	PLST 400 (2) PLST 405 (2)	PLST 420 (9) or PLST 450 (9)	PLST 498 (2)



the school of **leadership**
and **education sciences**

School of Leadership and Education Sciences

The School of Leadership and Education Sciences is a National Council for Accreditation of Teacher Education (NCATE) professional school whose purpose is to prepare professionals for leadership roles in teaching, counseling, and administration in school and non-school settings. The School of Leadership and Education Sciences also supports the preparation of leaders in the public, nonprofit, and military sectors.

The School of Leadership and Education Sciences offers credential and degree programs in various professional areas including elementary, secondary, bilingual, and special education. These programs are designed to meet the credential requirements of the State of California and to provide students a sequential curriculum that includes field experiences with class sizes that facilitate personal attention and instructor accessibility.

In addition, the School of Leadership and Education Sciences offers undergraduates the opportunity to enroll in the Leadership Studies minor, Naval Sciences minor, Army ROTC program, American Humanities program, and several special courses designed to meet the needs and interest of all undergraduates.

At the graduate level, the School of Leadership and Education Sciences offers a Master of Arts in Leadership Studies (MA), Master of Arts in Higher Education Leadership (MA), Master of Arts in Nonprofit Leadership and Management (MA), Master of Education (MEd), Master of Arts in Teaching (MAT), Master of Arts in Counseling (MA), Master of Arts in Marital and Family Therapy (MA), the Doctorate in Leadership Studies (PhD) and in Learning and Teaching (EdD). Please refer to the current Graduate Bulletin for more information regarding these programs.

The School of Leadership and Education Sciences also offers credentials for teachers, administrators and specialists. Please see the School of Leadership and Education Sciences' Credential Analyst for more information.

Dates And Deadlines

It is the student's responsibility to meet the deadlines published in this bulletin.

Administration and Faculty

Paula A. Cordeiro, EdD, DEAN
 Steven A. Gelb, PhD, ASSOCIATE DEAN
 Linda N. Dews, BA, ASSISTANT DEAN
 Gary A. Neiger, BA, DIRECTOR, Development
 Lonnie L. Rowell, PhD, DIRECTOR, Counseling Program
 Judy Mantle, PhD, CHAIR, Department of Learning and Teaching
 Todd Edwards, PhD, DIRECTOR, Marital and Family Therapy Program
 Cheryl Getz, EdD, CHAIR, Department of Leadership Studies
 Lieutenant Colonel Michael J. Arnold, USA, MALD, CHAIR, Military Science
 Captain William R. Ault, USN, MS, CHAIR, Department of Naval Science
 Teresa VanHorn, MA, DIRECTOR, American Humanities and Coordinator, Leadership Minor
 Tedi Kostka, BA, CREDENTIAL ANALYST
 Paula S. Krist, PhD, DIRECTOR, Assessment Support
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 Rondi Stein, MBA, MANAGER, Budget And Operations
 Richard Garner, BA, CONSULTANT, User Services
 Kathy Estey, BA, PROGRAM SPECIALIST, Department of Learning and Teaching
 Pelema I. Morrice, PhD Candidate, DIRECTOR, Outreach and Recruitment
 Peggy Hetherington, MS, DIRECTOR, Field Experiences, Counseling and Leadership Studies Programs
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 Betsey Gibbs, MEd, MANAGER, Field Experience, Department of Learning and Teaching
 Stacey Kasendorf, MEd, MANAGER, Special Education Field Experience, Department of Learning and Teaching
 Mariam L. True, EdD, COORDINATOR, Special Projects, Department of Learning and Teaching

Faculty

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 Jerome J. Ammer, PhD
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 Captain Michael A. Barry, USA, BA
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 Robert Donmoyer, PhD
 Anne Donnellan, PhD
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 Ana Estrada, PhD
 Captain Dominic Ewers, USMC, BS
 Fred Galloway, EdD
 Commander Daniel Garcia, USN, MS
 CSM (Ret.) Jerry Garcia, BS
 Steven A. Gelb, PhD
 Cheryl Getz, EdD
 Lieutenant Kevin Goering, USN, MS
 Kenneth Gonzalez, PhD
 C. Bobbi Hansen, EdD
 Lea Hubbard, PhD
 Noriyuki Inoue, PhD
 Lieutenant Kevin Joiner, USN, BS
 Ronn Johnson, PhD
 Frank Kemerer, PhD
 Lieutenant Chris Kieszek, USN, BS
 Heather Lattimer, PhD
 Lieutenant Brandon Luiszer, USN, BA
 Judy Mantle, PhD
 Ian Martin, EdD
 Mary McDonald, PhD
 Sarina Molina, EdD(c.)
 Theresa Monroe, RSCJ, EdD
 Erika Raissa Nash, PhD
 Jo Ellen Patterson, PhD
 Athena Perrakis, PhD
 Reyes Quezada, EdD
 George E. Reed, PhD
 Lonnie L. Rowell, PhD
 Major Jason Ruedi, USMC, MA
 Lieutenant Jason Siltmann, USN, BS
 Joi A. Spencer, PhD
 Lee Williams, PhD
 Susan Zgliczynski, PhD

Department of Learning And Teaching

In the State of California, classroom teachers are credentialed by the Commission on Teacher Credentialing (CTC) upon the recommendation of colleges and universities with approved teacher education programs. At the University of San Diego, it is possible for students to graduate in four years with a bachelor's degree and a teaching credential in several areas; the preliminary Multiple Subject Credential (with an option for BCLAD Spanish emphasis) for teaching in elementary education, the preliminary Education Specialist Teaching Credential with Mild to Moderate Content Specialization that prepares students to teach across K-12 settings and the preliminary Single Subject Credential for teaching in secondary education.

In order to pursue an academic program leading to a degree and teaching credential, students must declare their major as early as possible by filing the appropriate form. In addition, students are required to make a formal application to the Teacher Credential program in the second semester of their sophomore year, or soon after declaring their major, should that occur in the junior year. To be admitted to the Teacher Credential program, students must pass the California Basic Educational Skills Test (CBEST), complete an application, submit a recommendation, and be interviewed by a faculty member in the Department of Learning and Teaching. A minimum 2.75 cumulative grade point average is required for admission to the Teacher Credential program and must be maintained throughout the program. A grade of B- or higher is required in all Professional Preparation courses, and a C- or better in all upper-division courses.

The Commission on Teacher Credentialing (CTC) regularly revises program requirements to meet new standards. Please consult the School of Leadership and Education Sciences for the most up-to-date program information.

Credential Programs

Multiple Subject Credential with optional BCLAD Spanish Emphasis

USD offers a Multiple Subject Credential program, which prepares students for teaching in self-contained settings in elementary schools and some middle school classrooms. This program may be completed along with the Liberal Studies major, which helps prepare students in the subjects taught in elementary classrooms. Students demonstrate subject-matter competence by passing the CSET: Multiple Subject examination. A description of the Liberal Studies major is contained in the College of Arts and Sciences section of this bulletin. Depending on the amount of

advanced standing with which students enter USD, it may be necessary for students to take coursework during the Summer Sessions, Intersession, and/or carry 18 units during several semesters of undergraduate study in order to complete the requirements for the liberal studies major and professional teacher preparation in four years. Students may choose to complete some of their professional preparation coursework, such as student teaching, as graduate students.

Students complete the liberal studies major and the following professional preparation coursework:

- ENGL 318 First and Second Language Development
- EDUC 381C Multicultural and Philosophical Foundations in a Global Society (3)
- EDUC 382 Psychological Foundations of Education in a Diverse Society (3)
- EDUC 342 Psychological Foundations and Methods in Global Bilingual Classrooms (BCLAD candidates take this course instead of EDUC 382) (3)
- EDUC 383P Methods of Teaching Literacy and Language Arts (3)
- EDUC 384C Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)
- EDUC 385P Elementary Curriculum Methods for Global Classrooms (6)
- EDSP 389 Healthy Environments and Inclusive Education in a Global Society (3)
- EDUC 490S Student Teaching Seminar for the Multiple Subject Credential (3)*
- EDUC 490P Student Teaching for the Multiple Subject Credential (9)*

*EDUC 490S must be taken concurrently with EDUC 490P

BCLAD (Bilingual Cross-cultural Language and Academic Development) Spanish emphasis in the multiple subject credential is for teachers with oral and written fluency in Spanish and English who are interested in teaching in bilingual classrooms. Students interested in the BCLAD emphasis may select the liberal studies major, the multiple subject credential program with BCLAD emphasis, and complete all additional course requirements as noted in the College of Arts and Sciences section of this bulletin.

To obtain the preliminary **Multiple Subject Credential**, students must complete the following steps:

- declare the liberal studies major
- pass the CBEST
- formally apply and be admitted to the teacher credential program as a multiple subject candidate

- obtain a Certificate of Clearance from the Commission on Teacher Credentialing
- take POLS 125 or HIST 117 at USD, or an approved equivalent course at another college, or pass a U.S. Constitution examination
- pass the RICA (Reading Instruction Competencies Assessment)—to be taken upon completion of EDUC 383P
- pass the CSET: Multiple Subject three-part examination prior to applying to student teach
- formally apply for and successfully complete a full-time semester of student teaching with seminars (EDUC 490P and EDUC 490S). Admission to the Multiple Subject Credential program does not guarantee acceptance into student teaching. Go to www.sandiego.edu/academics/soles/crrstudents/policies.php for the complete list of requirements
- complete all California Credential application papers and pay proper fees
- complete on-line technology workshop
- A grade of B- or higher is required in all professional preparation classes
- A grade of C- or higher in all upper-division courses.

Students are urged to meet regularly with a teacher credential program advisor (who will be assigned upon admission to the program) and the credential analyst at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential. Information on the credential application process and credential requirements can be obtained from the credential analyst.

Education Specialist Credential (Special Education)

USD offers a Preliminary Education Specialist Teaching Credential with Mild to Moderate Content Specialization that prepares students to teach across K-12 settings. Preferably this program is completed along with the Liberal Studies major, which prepares students in the subjects taught in elementary classrooms. However, special education candidates must demonstrate subject-matter competency by passing the CSET: Multiple Subject examination. A description of the Liberal Studies major is contained in the College of Arts and Sciences section of this bulletin. Depending on the amount of advanced standing with which students enter USD, it may be necessary for students to take coursework during the Summer Session, Intersession, and/or carry 18 units during several semesters of undergraduate student in order to complete the requirements for Liberal Studies major and professional teacher preparation in four years. Students may choose to

complete some of their professional preparation coursework, such as student teaching as graduate students. Students will complete the Liberal Studies major and the following professional preparation coursework:

Professional Education Courses

ENG 318	Development of English Language OR
EDU 558XB	First & Second Language Development (through USD Continuing Education)
EDSP 389	Healthy Environments and Inclusive Education in a Global Society (3)
EDUC 375P	Elementary Curriculum Methods for Special Educators (3) Fall semester only.
EDUC 383P	Methods of Teaching Literacy and Language Arts (3)
EDUC 384C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts (3)

Education Specialist Common Core Courses

EDSP 370	Assessment in Special Education (3) Fall semester only.
EDSP 371	Management of Behavior and Instruction in Special Education (3) Post summer semester only.
EDSP 372	Typical and Atypical Language Development (3) Spring semester only.
EDSP 373	Family Systems and Community Cultural Resources in Special Education (3) Fall semester only
EDSP 379	Cultural, Legal, and Ethical Aspects of Special Education (2). Intersession only.

Mild / Moderate Content Specialization

EDSP 374	Characteristics and Needs of Individuals with Mild/Moderate Exceptionality (3) Fall semester only.
EDSP 375P	Curriculum and Instruction for Individuals with Mild/Moderate Exceptionality (3) Spring semester only.
EDSP 490P	Practicum Mild/Moderate (6)

Important Note: It is possible to obtain the preliminary multiple subject credential in conjunction with the education specialist teaching credential program described above. Additional coursework is required, and if the preliminary multiple subject credential is sought, a semester of full-time student teaching in a regular education classroom is also required. Detailed information is available from the School of Leadership and Education Sciences.

To obtain a preliminary **Education Specialist Teaching Credential with Mild/Moderate Content Specialization**, students must complete the following steps:

- declare the liberal studies major
- pass the CBEST (California Basic Educational Skills Test)
- formally apply and be admitted to the teacher credential program
- obtain a Certificate of Clearance from the Commission on Teacher Credentialing
- take POL 125 or HIST 117 at USD, or an approved equivalent course at another college, or pass a U.S. Constitution examination
- pass the RICA (Reading Instruction Competencies Assessment) – to be taken upon completion of EDUC 383P
- pass the CSET: Multiple Subject three-part examination prior to applying to student teach
- formally apply for and successfully complete a full-time semester of student teaching with seminars (EDSP 490P). Admission to the education specialist credential program does not guarantee acceptance into student teaching. Go to www.sandiego.edu/academics/soles/currstudents/policies.php for the complete list of requirements
- complete all California credential application papers and pay proper fees
- a grade of B- or higher is required in all professional preparation classes
- a grade of C- or higher in all upper-division courses.

Note: In August 2010 USD transitioned to the new California preliminary education specialist teaching credential. Students are urged to meet regularly with their advisor and the School of Leadership and Education Sciences Credential Analyst to ensure appropriate courses selection and progress toward their credential. Information on the credential application process and credential requirements can be obtained from the credential analyst.

Single Subject Credential

USD offers a single subject credential program, which prepares students for teaching in departmentalized settings in secondary classrooms. This program is completed along with a major in a content area, which helps prepare students in the subject matter they wish to teach. Students demonstrate subject-matter competence by passing the CSET subject matter examination. Math majors may waive the CSET by completing an approved subject matter program. Depending on the approved program requirements and the amount of advanced standing with which students enter USD, it may be necessary for students to take coursework during the Summer Sessions, Intersession, and/or carry 18 units during several semesters of undergraduate

study in order to complete the requirements for an approved program and professional teacher preparation in four years. Students may choose to complete some of their professional preparation coursework, such as student teaching, or all of their professional preparation coursework as graduate students. Specific course requirements for the math approved program can be obtained from the math department in the College of Arts and Sciences.

Students will complete the following professional preparation coursework:

- ENG 318E or
 EDUC 558XB (through USD Continuing Education)
 Development of English
 Language/Acquisition Skills
- EDUC 332P Curriculum and Methods of Teaching in
 Today's Global Secondary Classrooms (3)
- EDUC 334P Methods of Teaching Literacy in Secondary
 Schools in a Global Society (3)
- EDUC 381C Multicultural and Philosophical Foundations
 of Education in a Global Society (3)
- EDUC 382 Psychological Foundations of Education in a
 Diverse Society (3)
- EDUC 384C Methods of Teaching English Language and
 Academic Development in Crosscultural
 Contexts (3)
- EDSP 389 Healthy Environments and Inclusive
 Education in a Global Society (3)
- EDUC 491S Student Teaching Seminar for the Single
 Subject Credential (3)*
- EDUC 491P Student Teaching for the Single Subject
 Credential (9)*

*EDUC 491S must be taken concurrently with EDUC 491P.

To obtain the preliminary **Single Subject Credential**, students must complete the following:

- pass the CBEST
- formally apply and be admitted to the teacher credential program as a single subject candidate
- obtain a certificate of clearance from the Commission on Teacher Credentialing
- take POLS 125 or HIST 117 at USD or an approved equivalent course at another college, or pass a U.S. Constitution examination
- pass the CSET subject matter examination prior to applying to student teach or all requirements of the approved math program before student teaching
- formally apply for and successfully complete a full-time semester of student teaching and the seminar (EDUC 491P and EDUC 491S). Admission to the single subject credential program does not guarantee

acceptance into student teaching. Go to www.sandiego.edu/academics/soles/crrstudents/policies.php for the complete list of requirements

- complete all California credential application papers and pay proper fees
- complete on-line technology workshop
- a grade of B- or higher is required in all professional preparation classes
- a grade of C- or higher in all upper-division courses.

Students are urged to meet regularly with a teacher credential program advisor (who will be assigned upon admission to the program) and the credential analyst at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential. Information on the credential application process and credential requirements can be obtained from the credential analyst.

Department of Leadership Studies

American Humanics Program

American Humanics is a national certificate program that prepares students for careers in youth and human service management. The program works with national nonprofit agencies to train students in leadership skills, enhancing their employment opportunities upon graduation. American Humanics offers on-the-job experience, networking opportunities, and job placement. Numerous activities include community involvement, voluntary service, and attendance at an annual conference. Students may take this program separate from, or in conjunction with, the Leadership minor. Students enrolled in the program must complete the following core courses in the School of Leadership and Education Sciences:

American Humanics Certificate (11 units)

- LEAD 352 Leadership in Youth and Human Services (3)
 LEAD 355S Agency Seminar I (1)
 LEAD 356S Agency Seminar II (1)
 LEAD 387P Leadership Practical Experience (3)
 OR

- LEAD 388 Leadership Internship I (1-3)
 LEAD 389 Leadership Internship II (1-3)*

American Humanics Management Institute**

*Business majors may substitute BUSN 498 for LEAD 389.

**The American Humanics Management Institute is a four-day, intensive national conference that provides students of the American Humanics program with an opportunity to interact with agency professionals and students nationwide. The conference focuses on innovative ideas and techniques related to successful careers in the

not-for-profit sector. Attendance at this conference is required for students pursuing the American Humanities Certificate and Leadership Minor. (Fee required)

American Humanities Certificate and Leadership Minor (20 units)

LEAD 160	Leadership in Organizations (3)*
LEAD 350	Leadership in Groups (3)*
LEAD 351	Leadership Seminar (3)***
LEAD 352	Leadership in Youth and Human Services (3)
LEAD 355S	Agency Seminar I (1)
LEAD 356S	Agency Seminar II (1)
LEAD 387P	Leadership Practical Experience (3) OR
LEAD 388	Leadership Internship I (1-3)
LEAD 389	Leadership Internship II (1-3)*
American Humanities Management Institute**	

*Business majors may substitute MGMT 300 for LEAD 160, MGMT 301 for LEAD 350, and BUSN 498 for LEAD 389.

**The American Humanities Management Institute is a four-day, intensive national conference that provides students of the American Humanities program with an opportunity to interact with agency professionals and students nationwide. The conference focuses on innovative ideas and techniques related to successful careers in the not-for-profit sector. Attendance at this conference is required for students pursuing the American Humanities Certificate and Leadership Minor. (Fee required)

***Prerequisites: LEAD 160 and LEAD 350

Leadership Minor

This minor offers undergraduate students in any major the opportunity to learn about and develop leadership skills in their personal and professional lives. Studies include an understanding of how organizations function; how change occurs in people's lives, in the organizations to which they belong, and in society in general; and the nature and purpose of leadership in transforming people, organizations, and society. Leadership minor students learn how leaders use group dynamics and politics to achieve their purposes, and study the ethical dimensions of leadership. Students articulate their own philosophy of leadership that will guide them in their future careers and throughout life.

Practical experience is included to provide students the opportunity to develop their leadership abilities. Students may take this program separate from, or in conjunction with, the American Humanities program.

Leadership Minor – 18 units

Required Courses

LEAD 160	Leadership in Organizations (3)
LEAD 350	Leadership in Groups (3)
LEAD 351	Leadership Seminar (3)***
LEAD 387P	Leadership: Practical Experience (3) OR
LEAD 388	Leadership Internship I (3)

Choose two courses (6 units) from the following:

LEAD 161	Emerging Leaders (2)
LEAD 162	Introduction to Outdoor Leadership (3)
LEAD 280/380	Leadership and Service Learning (1)
LEAD 281/381	Leadership and Social Change (1)
LEAD 349	Women and Leadership (3)
LEAD 352	Leadership in Youth and Human Services (3)
LEAD 353	Professional and Ethical Issues and the Practice of Leadership (3)
LEAD 354	Leadership and Diversity in Organizations (3)
LEAD 357	Leadership and the Practice of Presence (3)
LEAD 359	Models of Participatory Leadership (3)
LEAD 389	Leadership Internship II (3)

There are no course substitutions in the minor.

***Prerequisites: LEAD 160 and LEAD 350

Military Science

Military Science offers a two, three, and four-year Army Reserve Officers Training Corps (ROTC) program designed to develop future officers in the areas of leadership, management, foreign policy, national security, military history, and military skills. The Army ROTC program also offers a series of optional adventure outings and on-campus activities during the school year. These include orienteering, rappelling, sports programs and social activities. Enrollment in the Army ROTC program is not a requirement for taking military science courses. Military Science offers a varied class schedule to meet students' requirements. The Army ROTC program consists of one course per semester along with scheduled leadership laboratories and field training.

Four-Year Commissioning Program

The four-year program is divided into two parts: the basic course and the advanced course. The basic course is usually taken in the freshman and sophomore years. No military commitment is incurred during this time, and students may withdraw at any time through the end of the second year. The first year consists of 2 unit introductory courses each semester. The second year consists of 2 unit courses with instruction on organizational leadership theories. Uniforms,

necessary military science textbooks, and materials are furnished without cost.

After completing the basic course, students who have demonstrated officer potential, have met physical and scholastic standards and agree to contract are eligible to enroll in the advanced course. This course is normally taken in the final two years of college and consists of outlined military science and designated enrichment courses that include communication skills, military history, and computer literacy.

The advanced program is taught at San Diego State University through the College of Extended Studies. In addition, the advanced course consists of a paid five-week leadership assessment course held during the summer between the junior and senior years. This course permits students to put into practice the leadership principles and theories acquired in the classroom. All students in the advanced course receive uniforms, necessary military science textbooks, pay for the leadership assessment course, and a living allowance of up to \$4,000 each school year.

Upon completion of the advanced course, students are commissioned Second Lieutenants in the U.S. Army. The available options after commissioning are active duty for a minimum of three years or three months active duty for training followed by part-time participation in the U.S. Army Reserve or U.S. Army National Guard.

Several special programs are available for students who have previous ROTC training or active military service. These programs allow for part- or full-placement credit for the basic course. In addition, a program is available for simultaneous participation in both Army ROTC and the Army Reserve or Army National Guard.

Two-Year Commissioning Program

This program offers students the opportunity to be commissioned officers after two years of Army ROTC instead of four years. The two year program is designed for community and junior college graduates and students who did not take Army ROTC during their first two years or who have prior military experience. The five-week summer Leaders Training Course (LTC), Military Science 221, provides the military skills and leadership training normally taught during the freshman and sophomore on-campus courses. LTC is conducted at Fort Knox, Kentucky, and a paid salary, transportation, meals, and lodging will be furnished. LTC graduates enroll in Military Science 301 to enter the advanced course and complete the advanced program at the San Diego State University campus as described above.

Applying for the Program

USD students enroll in military science courses by signing up during registration in the same manner as for other university classes. There is no advance application needed for the freshman or sophomore classes. However, students enrolling in Military Science courses need to contact USD Military Science to receive information on lab schedules, equipment, materials and activities.

Department of Naval Science

The purpose of the Naval Science program is to provide college students desiring to become Naval or Marine Corps officers a basic professional background in the following areas: introduction to naval sciences; leadership, ethics, and management; piloting and navigation; nautical rules of the road; ship characteristics, design, and propulsion; theory and employment of weapon systems; amphibious operations and history of warfare. This curriculum is open to all university students. A graduate will be able to assume, through development of mind and character, the highest responsibilities of command, citizenship, and government. Participants who complete a minimum of 18 units from this program (9 of which must be upper-division) are eligible to receive a minor in Naval Science.

Program Objectives

The primary objectives of the Naval Science department curriculum are to provide:

1. an understanding of the fundamental concepts and principles of Naval Science
2. a basic understanding of associated professional knowledge
3. an appreciation of the requirements for national security
4. a strong sense of personal integrity, honor, and individual responsibility
5. an educational background which will allow Naval Science students to undertake successfully, in later periods in their careers, advanced/continuing education in a field of application and interest to the Navy or Marine Corps.

Course Listings

Educational Recreation Courses (EDRC)

The university offers a variety of educational recreation courses to students. One-half to one units of credit per semester is available to students for participating in recreation courses. A total not to exceed four recreation units is applicable toward graduation requirements. Courses may be repeated for credit. No more than two recreation courses may be taken in a semester. Courses may be taken on a pass/fail basis only.

Recreation courses cover the subject areas of aquatics, martial arts, dance, fitness, health/safety/wellness, leisure time activities, Mission Bay Aquatic Center courses, recreation sports, and sports clubs. Specific classes are announced each semester. Go to www.sandiego.edu/campusrecreation for course descriptions. Courses may be repeated each semester. See also Intercollegiate Athletics.

Aquatics

- 100 (Sec. 01) Scuba Beginning (.5)
- 100 (Sec. 02) Scuba Advanced (.5)
- 101 (Sec. 01) Swimming Conditioning Beginning/Intermediate (.5)
- 101 (Sec. 02) Swimming Conditioning Advanced (.5)
- 102 Water Polo Coed (.5)
- 103 Aquatic Specialist: Lifeguard and WSI certification (.5)
- 104 (Sec. 01) Swimming Beginning (.5)
- 104 (Sec. 02) Swimming Stroke Development (.5)
- 105 (Sec. 02) Water Fitness (.5)
- 106 Swim Training (.5)

Martial Arts

- 107 (Sec. 01) Mixed Martial Arts Introduction (.5)
- 107 (Sec. 02) Mixed Martial Arts Level 2 (.5)
- 110 (Sec. 01) Karate Beginning (.5)
- 110 (Sec. 02) Karate Multi-Level (.5)
- 111 (Sec. 01) Women's Self Defense (.5)
- 111 (Sec. 02) Self Defense for Men (.5)
- 112 (Sec. 01) Tai Kwon Do Beginning (.5)
- 112 (Sec. 02) Tai Kwon Do Multi-Level (.5)
- 113 Tai Chi Multi-Level (.5)
- 114 Aikido Multi-Level (.5)
- 115 Judo Multi-Level (.5)
- 116 Kung Fu (.5)
- 117 Mixed Martial Arts (.5)
- 118 Brazilian Jiu Jitsu (.5)

Dance

- 119 Guadalajara Program: Mexican Dance (1)
- 120 (Sec. 01) Ballet Beginning (.5)
- 120 (Sec. 02) Ballet Intermediate/Advanced (.5)
- 121 (Sec. 01) Ballroom Dance Beginning (.5)
- 121 (Sec. 02) Ballroom Dance Multi-Level (.5)
- 122 (Sec. 01) Tap Beginning/Intermediate (.5)
- 122 (Sec. 01) Tap Advanced (.5)
- 123 (Sec. 01) Jazz Beginning (.5)
- 124 (Sec. 02) Jazz Intermediate/Advanced (.5)
- 125 (Sec. 01) Dance Performance Workshop (1)
- 125 (Sec. 02) Musical Theatre Dance (1)
- 126 (Sec. 01) Stretch Exercise (.5)
- 126 (Sec. 02) So You Think You Can Dance USD? (.5)
- 127 (Sec. 01) Salsa (.5)
- 127 (Sec. 02) Guadalajara Program: Salsa (1)
- 128 (Sec. 01) Swing Dancing (.5)
- 128 (Sec. 02) Country Western Dance (.5)
- 128 (Sec. 03) Latin Ballroom
- 129 (Sec. 01) Polynesian Dance (.5)
- 129 (Sec. 02) Belly Dancing

Fitness

- 130 (Sec. 01) Fitness Weight Training (.5)
- 130 (Sec. 02) Fitness Weight Training for Women (.5)
- 131 Power Development for Sports Performance (.5)
- 132 (Sec. 01) Fitness Hip Hop Beginners (.5)
- 132 (Sec. 02) Fitness Hip Hop Intermediate/Advanced (.5)
- 133 (Sec. 01) Fitness Cardio Kick Boxing Women (.5)
- 133 (Sec. 02) Fitness Boxing Conditioning (.5)
- 134 (Sec. 01) Fitness Aerobics (.5)
- 134 (Sec. 02) Fitness Step Aerobics (.5)
- 134 (Sec. 03) Fitness Abs and Toning Training (.5)
- 134 (Sec. 04) Fitness Butts & Guts (.5)
- 135 (Sec. 04) Fitness Polynesian Aerobics (.5)
- 136 (Sec. 01) Fitness Pilates (.5)
- 136 (Sec. 02) Fitness Pilates Pulse (.5)
- 136 (Sec. 03) Pilates Resistance Training (.5)
- 137 (Sec. 01) Running for Fun and Fitness (.5)
- 137 (Sec. 02) Boot camp USD (.5)
- 138 Fitness Triathlon Multi-Level (.5)
- 139 Fitness Aqua Aerobics (.5)
- 140 Cycling Multi-Level (.5)
- 141 Mountain Biking Multi-Level (.5)
- 142 Men's Crew (.5)
- 143 Fitness Spinning (.5)

Health / Safety / Wellness

- 145 Community Safety and CPR (.5)
- 146 Advanced First Aid/CPR/AED/Oxygen (.5)
- 147 First Aid Responding to Emergencies (1)
- 148 (Sec. 01) Wellness and Personal Fitness (.5)
- 148 (Sec. 02) Nutrition and Health (.5)
- 148 (Sec. 03) Sports and Nutrition (.5)
- 149 (Sec. 01) Personal Training Certification Prep Course (.5)
- 149 (Sec. 02) Group Fitness Certification Prep Course (.5)
- 149 (Sec. 03) Strength and Conditioning Theories and Practice (.5)

Leisure Time Activities

- 150 Horsemanship English (.5)
- 151 Horsemanship Western (.5)
- 152 Horse Polo (.5)
- 153 Massage (.5)
- 154 (Sec. 01) Yoga Gentle Flow (.5)
- 154 (Sec. 02) Yoga Power Flow (.5)
- 154 (Sec. 03) Yoga Fusion Flow (.5)
- 154 (Sec. 04) Yoga Sculpt (.5)
- 155 San Diego Attractions (.5)
- 156 San Diego Culture (.5)
- 157 (Sec. 01) Cooking for Fun (.5)
- 157 (Sec. 02) Automotive Basics (.5)
- 160 Beginning Rock Climbing (.5)
- 161 Backpacking (.5)
- 162 Kayaking (.5)
- 163 Fishing (.5)
- 164 Snow Skiing (.5)
- 165 Leave No Trace (.5)
- 166 Kayak/Canoe Basics (.5)
- 167 Challenge Course Facilitation (.5)
- 168 San Diego Outdoors (.5)
- 169 (Sec. 01) Flow Boarding (.5)
- 169 (Sec. 02) Flow Boarding Advanced (.5)

Mission Bay Aquatic Center Courses

- 170 Sailing Basic to Advanced (.5)
- 171 Surfing (.5)
- 172 Water Ski Multi-Level (.5)
- 173 Wakeboarding (.5)
- 174 Kayaking (Sea) (.5)
- 175 Wind Surfing (.5)
- 176 MBAC Multi Water Sports (.5)

Recreation Sports

- 180 Archery (.5)
- 181 (Sec. 01) Badminton (.5)
- 181 (Sec. 02) Basketball Multi-Level (.5)
- 181 (Sec. 03) Volleyball Coed (.5)
- 181 (Sec. 04) Soccer Multi-Level (.5)

- 182 (Sec. 01) Golf Basics Coed Level 1 (.5)
- 182 (Sec. 02) Golf Basics for Women (.5)
- 182 (Sec. 03) Golf Skills Development Coed- Level 2 (.5)
- 182 (Sec. 04) Golf for Business and Play Coed- Level 3 (.5)
- 183 (Sec. 01) Tennis Beginning (.5)
- 183 (Sec. 02) Tennis Intermediate (.5)
- 183 (Sec. 03) Tennis Advanced (.5)
- 184 Ice Skating (.5)
- 185 Racquetball Beginning (.5)
- 186 Bowling Coed (.5)
- 187 (Sec. 01) Fencing Foil 1 (.5)
- 187 (Sec. 02) Fencing Foil 2 (.5)
- 188 Baseball Theory (.5)
- 189 Sports Officiating (.5)
- 190 (Sec. 01) Club Men's Rugby Team (.5)
- 190 (Sec. 02) Club Men's Soccer Team (.5)
- 190 (Sec. 03) Club Women's Soccer
- 191 (Sec. 01) Club Men's Lacrosse Team (.5)
- 191 (Sec. 02) Club Women's Lacrosse Team (.5)
- 192 (Sec. 01) Club Men's Volleyball Team (.5)
- 192 (Sec. 02) Club Women's Volleyball Team (.5)
- 193 (Sec. 01) Club Water Ski Team (.5)
- 193 (Sec. 02) Club Ultimate Frisbee Team (.5)
- 193 (Sec. 03) Club Cycling (.5)
- 194 Surf Club Team (.5)
- 195 Club Water Polo (.5)
- 196 (Sec. 01) Club Equestrian (.5)
- 196 (Sec. 02) Roller Hockey Team (.5)
- 197 (Sec. 01) Baseball Club
- 197 (Sec. 02) Recreation Activities Club (.5)
- 198 Spirit Team (.5)

Education Courses (EDUC)**EDUC 124 SPORT AND HIGHER EDUCATION: THE STUDENT ATHLETE EXPERIENCE (2)**

This course is designed to assist freshmen student-athletes in their quest to achieve a holistic education. Course content is based on the five commitment areas set forth by the NCAA Lifeskills Program. The NCAA Lifeskills Program strives to promote as part of the student-athlete experience: personal development, career development, academic planning, athletic development, and community service-learning. This course will foster development in these specific areas and, in turn, will promote integration of the student athlete into the university community.

EDUC 332P CURRICULUM AND METHODS OF TEACHING IN TODAY'S GLOBAL SECONDARY CLASSROOMS (3)

A general curriculum and methods course emphasizing best practices in curriculum design, assessment, and instructional methodologies. Candidates practice various teaching techniques, writing objectives, lesson and unit planning, close examination of student work, classroom

management, and subject matter applications. A 50-hour practicum is required in a secondary school. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382, and formal admission to the credential program.

EDUC 334P METHODS OF TEACHING LITERACY IN SECONDARY SCHOOLS IN A GLOBAL SOCIETY (3)

The focus will be on teaching literacy in the content areas. Students will develop a cultural lens. During the course of this semester, we will examine current issues, theories, and practices in secondary literacy from local, national, and global perspectives. Students will also design and deliver learning activities for diverse student populations, participating in a community of practice by supportively critiquing each other's efforts. A 50-hour practicum is required in a secondary school. Grade level and site are appropriate to the student's credential and must involve the teaching of reading and/or other language arts and communication skills. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382, and formal admission to the credential program.

EDUC 342 PSYCHOLOGICAL FOUNDATIONS AND METHODS IN GLOBAL BILINGUAL CLASSROOMS (3)

Designed to provide a framework and strategies to develop biliterate/bicultural programs. This course examines from a global perspective the theory and practice of socio-cultural and psychological aspects of development involved in the education of children from Spanish-speaking cultures, including special needs children and their families. Issues of peace and character education will be integrated in support of promoting world languages, cultures and people. Includes 12 hours of field experience in bilingual classrooms. Taught entirely in Spanish. Fall semester.

EDUC 360 TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (3)

This course provides a foundation for teaching health and physical education in elementary schools. It integrates the six broad goals of physical education (activity, fitness and wellness, movement, social interactions, self-realization, individual excellence) with health education principles and practices. The focus includes physical education theory, research and activities from a global perspective.

EDUC 375 ELEMENTARY CURRICULUM METHODS FOR SPECIAL EDUCATORS (3)

EDUC 375P ELEMENTARY CURRICULUM METHODS FOR SPECIAL EDUCATORS (3) (FALL SEMESTER ONLY)

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills across the CA state-adopted academic content standards. Evidence-based strategies for design, delivery and formative assessment of core subject matter P-12 will be discussed. Use of appropriate academic language for instruction, learning and

formative and summative assessment is stressed. Emphasis is placed on insuring that all students meet the appropriate grade/age level CA state content area standards and federal No Child Left Behind mandates in inclusive settings. Focus centers around research grounded methods that address the learning needs of at-risk students, students with special needs, students with English Language Learning needs, students with concurrent special education and ELL needs and students whose ability to keep pace with age appropriate curriculum requires differential instruction. This course meets the CCTC requirements for a preliminary Education Specialist. 30-hour practicum.

EDUC 381C MULTICULTURAL AND PHILOSOPHICAL FOUNDATIONS IN A GLOBAL SOCIETY (3)

This course examines philosophical, sociological, and historical foundations of multicultural education. Issues related to the education of diverse learners in a global society will also be explored. The research on multicultural and multiethnic education will be evaluated in light of current school reform movements. Community service-learning is required.

EDUC 382 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION IN A DIVERSE SOCIETY (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. Includes observations of children and adolescents in school settings.

EDUC 383P METHODS OF TEACHING LITERACY AND LANGUAGE ARTS (3)

This course assists in the development of a personal theory of the reading process and a repertoire of strategies consistent with that theory. Students explore relationships among reading, writing, and the language arts. The course stresses the use of children's literature including an international children's literature and global perspective to promote reading and ways to create environments that support literacy development throughout the world. This course prepares students for the RICA exam. Prerequisite: Admission to the credential program.

EDUC 384C METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS (3)

This course aims to provide candidates with socio-cultural knowledge, pedagogical skills and dispositions to support English language learners from diverse cultures and languages. This course examines the theoretical perspectives of second language (L2) acquisition and effective practices and programs for the development of oral, reading, writing and academic language proficiency of learners in the cross-cultural classroom. Candidates implement literacy assessments and use strategies and

develop lesson plans for English language development as a second language and for Specially Designed Academic Instruction in English. Course Content includes acquiring awareness about the education of minority students globally. The course includes 20 hours of community service learning. Prerequisite: Admission to the credential program.

EDUC 385P ELEMENTARY CURRICULUM METHODS FOR GLOBAL CLASSROOMS (6)

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts, and physical education. In each major subject area candidates learn to use appropriate instructional strategies and materials, plan and implement instruction that fosters student achievement of state-adopted academic content standards, and interrelate ideas and information within and across the major subject areas. Candidates learn to assist students to develop as globally competent citizens who possess knowledge of other world regions, cultures, and global issues. 50-hour practicum. Prerequisite: Admission to the credential program.

EDUC 399 INDEPENDENT STUDY (1-3)

Independent study usually involving a research paper or project. Requires approval from the program director or department chair.

EDUC 490P STUDENT TEACHING FOR THE MULTIPLE SUBJECT CREDENTIAL (9)

Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 16 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable) by October for a spring semester student teaching placement, and by March for a fall semester student teaching placement (contact the Field Experience Managers for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. Go to www.sandiego.edu/academics/soles/currstudents/policies.php for the complete list of requirements. Fieldwork fee: \$200. Students must register for EDUC 490S – Student Teaching Seminar for Multiple Subject Credential concurrent with this course.

EDUC 490S STUDENT TEACHING SEMINAR FOR THE MULTIPLE SUBJECT CREDENTIAL (3)

Students are required to take this 3 unit seminar concurrent with EDUC 490P – Student Teaching for the Multiple Subject Teaching Credential. Seminar meetings are

mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date of the seminar is announced each semester by the Director of Field Experience.

EDUC 491P STUDENT TEACHING FOR THE SINGLE SUBJECT CREDENTIAL (9)

Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 20 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable) by October for a spring semester student teaching placement, and by March for a fall semester student teaching placement (contact the Director of Field Experiences for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. Go to www.sandiego.edu/academics/soles/currstudents/policies.php for the complete list of requirements. Fieldwork fee: \$200. Students must register for EDUC 491S – Student Teaching Seminar for Single Subject Credential concurrent with this course.

EDUC 491S STUDENT TEACHING SEMINAR FOR THE SINGLE SUBJECT CREDENTIAL (3)

Students are required to take this 3 unit seminar concurrent with EDUC 491P – Student Teaching for the Single Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date of the seminar is announced each semester by the Director of Field Experience.

Special Education Courses (EDSP)

EDSP 370 ASSESSMENT IN SPECIAL EDUCATION (3) (SPRING ONLY)

General survey of standardized and informal assessment related to identification, placement, planning and ongoing performance monitoring of individuals from birth through adulthood with mild to severe special needs and English Language Learners. Focus is on criteria for becoming competent assessors of at-risk students and reliable competent consumers able to analyze test results to inform the IFSP, IEP and ITP decision-making processes and ongoing instruction. Case studies and review of standardization practices in regard to public law, nondiscriminatory practices (including analysis of CELDT proficiency levels of ELL) and district multidisciplinary teams provide a framework for making valid assessment

decisions. Attention is given to techniques required to ensure nonbiased assessment in school, family and community settings. Students will administer formal assessment tests, construct, administer and evaluate informal assessments. Candidates will use emerging understanding of assessment as an instructional informant to design, use and analyze formal and informal assessments that help monitor and plan instruction based on response to intervention (RtI).

EDSP 371 MANAGEMENT OF BEHAVIOR AND INSTRUCTION IN SPECIAL EDUCATION (3) (POST SUMMER SESSION ONLY)

The course focuses on helping teachers and students learn to identify, manage and monitor their own behavior and the behavior of others across learning settings and social situations. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across preschool to high school settings where individuals with mild, moderate and severe handicaps are receiving instructional services are presented. This includes English Language Learners with concomitant special education needs and student exhibiting traits associated with autism spectrum disorder. The use of positive behavioral support and functional behavior analysis as it pertains to California Title 5 Education Code Section 3052 Designated Positive Behavioral Interventions regulations will be discussed and students will demonstrate appropriate use of the procedure.

EDSP 372 TYPICAL AND ATYPICAL LANGUAGE DEVELOPMENT (3) (SPRING ONLY)

This course presents an introductory overview of typical and atypical development of communication skills (speech, language, and hearing). The typical stages of communication skill development will be presented to serve as a framework of examining developmental delays, disorders, differences, and loss that may affect communicative competence. The impact of communicative competence in preschool, school aged children, and adolescents will be highlighted. Assistive technology and augmented communication including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities is a key component throughout the course.

EDSP 373 FAMILY SYSTEMS & COMMUNITY / CULTURAL RESOURCES (3) (FALL SEMESTER ONLY)

This course is designed to provide students with the skills required to work effectively with the families of children, youth and adults with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment and

methods for accessing educational and developmental service delivery systems from birth through transition to adulthood. There is an emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs.

EDSP 374 CHARACTERISTICS AND NEEDS OF INDIVIDUALS WITH EXCEPTIONALITY (3) (FALL SEMESTER ONLY)

Focus is on identification and distinction of characteristics and needs that qualify an individual for special education services according to federal and state law. Includes characteristics and needs across the spectrum of disabilities including autism spectrum disorders from birth through adulthood. The differences and similarities between individual characteristics and needs related to a mild to severe disability and the characteristics and needs of the English Language Learner are explored. Implications for instructional, social and behavior enhancement of abilities of individuals explored from research and practical implication perspectives. Course is grounded in a global perspective of research related to the philosophical foundations of special education.

EDSP 375P CURRICULUM AND INSTRUCTION FOR INDIVIDUALS WITH MILD TO MODERATE EXCEPTIONALITY (3) (SPRING SEMESTER ONLY)

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality including those with autism spectrum disorders that meets age appropriate state mandated content area standards. The course also focuses on the dual instructional planning and delivery needs for individuals who are concurrently in need of English Language Learning and Special Education supports. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs). 20-hour practicum.

EDSP 379 CULTURAL, LEGAL, AND ETHICAL ASPECTS OF SPECIAL EDUCATION (2) (INTERSESSION ONLY)

This course will explore policy and procedures pertinent to the special education system within the cultural diversity of California including English language learners and individuals with autism spectrum disorder. It will examine such system elements as assessment, case management, finance, individualized program planning, regulations, and

professional ethics. Other relevant compliance requirements, as contained in federal and state regulations, will also be considered.

EDSP 389 HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY (3)

This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well being are addressed as well as the effects of student health and safety on learning. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student.

Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities will be discussed in terms of the individual, family, education, and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities.

EDSP 399 INDEPENDENT STUDY (1-3)

Independent study usually involves a research paper or project. Requires approval from the program coordinator or department chair.

EDSP 490P PRACTICUM MILD / MODERATE (6)

The practicum is an advanced level supervised field experience in teaching for special education. The practicum experience involves increasing teaching responsibility in community and classroom education service delivery models ranging from special day to general education settings. This is a performance-evidenced experience that requires direct observation by an assigned University Field Supervisor and a district master teacher and/or intern support provider. Candidates must also provide documented evidence related to demonstrated competency in relation to referral, assessment, IEP/ITP/BIP process,

instruction, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning and intervention.

Observations and practical experiences across age groups and education settings for which the education specialist credential will be certified are mandatory. Candidates must demonstrate engagement with appropriate California Core Content Standards. Candidates must also provide evidence of working with English language learners with concurrent special education IEP needs. This is a semester-long commitment and includes seminar classes related to student teaching experience. Candidates must file a student teaching application with the School of Leadership and Education Sciences by the posted deadlines. Contact the School of Leadership and Education Sciences Director of Professional Services for details. Fieldwork fee: \$200.

Leadership Courses (LEAD)

LEAD 160 LEADERSHIP IN ORGANIZATIONS (3)

This course balances the examination of theories and concepts in leadership and organizational behavior with the practical areas that relate directly to the problems experienced in organizations. Following an initial consideration of the philosophical, psychological, and sociological aspects of leadership, specific skill areas will include motivating other people, time management, communication skills, assessment and goal-setting, team-building, and changing leadership styles.

LEAD 161 EMERGING LEADERS (2)

This course is designed to acquaint entering freshmen with 21st-century models of leadership, and to expose them to the multiple opportunities for active participation in leadership at USD. Through readings, class presentations, experiential exercises, journal reflections, and small group discussion, students will be challenged to map their path of initial leadership development at USD.

LEAD 162 INTRODUCTION TO OUTDOOR LEADERSHIP (3)

This course will examine how the application of leadership, judgment, and decision-making principles affect the quality of wilderness experiences and the safety of the group. It includes classroom, case-study, experiential, and reflective learning opportunities, and will demonstrate how to apply lessons learned in the outdoors to other leadership opportunities. (Fee required)

LEAD 280 / 380 LEADERSHIP THROUGH SERVICE-LEARNING (1)

This course is designed to explore and experience leadership development and enhance skills and awareness of community issues and civic responsibility. After completing service-learning, students will reflect on their experience and apply this to other experiences outside of

LEAD 387P LEADERSHIP PRACTICAL EXPERIENCE (1-3)

The Student Leadership Practical Experience is a course designed to provide a structured classroom experience to accompany a practical leadership experience on campus. Through the practical experience and classroom experience, students will focus on applying leadership concepts to practice, engage in reflection, and develop their leadership capacities. Practical experience placement must be pre-approved.

LEAD 388 LEADERSHIP INTERNSHIP I (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts to leadership practice and provides experience from which students can gain valuable job skills and experience in a possible future career. Through the internship experience and accompanying classroom experience, students will be able to examine their experiences alongside leadership concepts, engage in reflection, and develop their leadership capacities. Internship placement must be pre-approved.

LEAD 389 LEADERSHIP INTERNSHIP II (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts to leadership practice and provides experience from which students can gain valuable job skills and experience in a possible future career. Through the internship experience and accompanying classroom experience, students will be able to examine their experiences alongside leadership concepts, engage in reflection, and develop their leadership capacities. Internship placement must be pre-approved.

LEAD 399 / 499 INDEPENDENT STUDY (1-3)

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair, and the Associate Dean prior to registering for the course.

Marital and Family Therapy Courses (MFTS)**MFTS 365 CURRENT APPROACHES TO PEER ASSISTANCE (3)**

Students taking this course will learn about the practical application of theoretical concepts and empirical data related to student wellness, academic success, adaptation to college and peer counseling. Students will learn about research and theories related to the effectiveness of peer to peer interventions, and the development and evaluation of educational and wellness prevention programs and interventions. Examples of student wellness areas to explore include, substance abuse, academic and learning skill development, relationship management, and theories related to college student development, persistence and success. Students will learn basic counseling skills, (e.g., encouraging, paraphrasing, reflecting, summarizing, confronting), campus and community resources, and skills to apply this knowledge as peer counselors. Students will gain knowledge through textbook readings and peer reviewed articles, didactic and experiential class activities, class presentations, and role plays. Ethics and professional standards will also be reviewed. Students' learning and ability to apply knowledge will be evaluated through formal testing, journaling, and videotaped practice sessions. Students currently enrolled in, or who have successfully completed this course will be eligible to apply for peer program positions offered by the university.

MFTS 366 APPLIED EXPERIENCE IN PEER ASSISTANCE (2)

This course is an innovative and collaborative partnership between Academic Affairs and Student Affairs. It will provide peer support and peer counseling for USD students. Track one students will serve as peer advisors for students identified "at-risk" (e.g. students on academic probation, those who have received mid-term deficiency grades, or have been identified through early intervention alert systems; collaboration through the Center for Student Success and Student Wellness). Track two students will provide peer education and support regarding sexual violence (collaboration through the Women's Center and Student Wellness). Undergraduate students selected for this course through an application procedure (MFTS 365 – Current Approaches to Peer Assistance is a prerequisite).

MFTS 400 INTRODUCTION TO MARITAL AND FAMILY THERAPY (3)

Introduction to the theories and methods of marital and family therapy through lecture, discussion, and experiential activities. This course is designed for students interesting in pursuing careers in mental health services and medicine.

Military Science Courses (MILS)

MILS 101 INTRODUCTION TO LEADERSHIP I (3)

This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. Relative examples and discussions are used to relate leadership to not only the military, but also to Corporate America.

MILS 102 INTRODUCTION TO LEADERSHIP II (3)

This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. The principles discussed in this curriculum can be used to prepare managers for Corporate America by building a solid foundation for the understanding of leadership.

MILS 201 FOUNDATIONS OF LEADERSHIP I (3)

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure and duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment (COE).

MILS 202 FOUNDATIONS OF LEADERSHIP II (3)

This course examines the challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operations orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE

case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

Naval Science Courses (NAVS)

NAVS 101 INTRODUCTION TO NAVAL SCIENCE (3)

A general introduction to the naval profession and to concepts of seapower. Instruction emphasizes the mission, organization, and warfare components of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks, training and education, and career patterns. The course also covers ethics, basic leadership skills, naval courtesies and customs, military justice, and nomenclature. This course exposes the student to the professional competencies required to become a naval officer.

NAVS 102 SEAPOWERS (3)

A historical survey of United States naval history from the American Revolution to the present with emphasis on major developments. The course also treats present-day concerns in seapower and maritime affairs including the economic and political issues of merchant marine commerce, the law of the sea, and a comparison of United States and other foreign naval strategies. Each era covered will be analyzed by evaluating the significance of the following: 1) strategy and tactics; 2) leadership; 3) technological advancements; 4) inter-service relations; 5) naval doctrine; 6) foreign policy; and, 7) Congressional relations.

NAVS 201 LEADERSHIP AND MANAGEMENT (3)

The theme of the course is the "Naval officer as a leader, manager, and organizational decision-maker." The course will begin with modules on ethics and integrity, progress through management theory and practical functions of management, and culminate with a module on leadership. Lectures, reading assignments, films, discussions, exercises, interviews, and student presentations provide students with an excellent opportunity to wrestle with complex ethical, managerial, and leadership issues. The goal of this course is for students to begin to develop a sound personal leadership philosophy that will enable them to more effectively accomplish both personal and professional goals.

NAVS 202 NAVIGATION (3)

An in-depth study in the theory, principles, and procedures of ship navigation and maneuvering. Students learn piloting, navigation, and maneuvering to include the use of charts, visual and electronic aids, theory and operation of magnetic and gyro compasses, relative-motion vector analysis theory, formation tactics, and ship employment. Practical skills in plotting and piloting are stressed. International and inland rules of the nautical road, naval operations and operations analysis, applied aspects of ship handling, and afloat communications are also studied. Additionally, leadership traits in the themes of

class. This seminar provides opportunities for collaborative learning in small groups, facilitated by a student leader mentor and service-learning associates.

LEAD 281 / 381 LEADERSHIP FOR SOCIAL CHANGE (1)

This course is designed to explore and experience leadership within the social issues context of advocacy and action. Students will examine the skills, reflective strategies, and capacity for innovation needed to collaborate and address social issues.

LEAD 349 WOMEN IN LEADERSHIP (3)

This course is constructed along a feminist pedagogical perspective and looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints. This course emphasizes and creates space for the exercise of self-awareness, skill development, self-reflection, and social responsibility for women in leadership.

LEAD 350 LEADERSHIP IN GROUPS (3)

This course introduces the student to learning theories of group process, and then develops effective skills of leading and influencing groups. After some theoretical understanding of the way groups work, and after sensitizing the students to the personal and emotional dynamics of group processes, the course will deal with power and influence relationships, negotiating agreement, problem-solving and intervention strategies, and group development. The course concepts will be integrated with skill-building exercises in simulated situations.

LEAD 351 LEADERSHIP SEMINAR (3)

The capstone course will allow students to integrate what they have learned throughout the leadership sequence of courses. In seminar fashion, the students will research and discuss various issues facing leaders both now and in the future. Each student will develop a personal philosophy of leadership to which he or she is committed. Case analysis will give the students an opportunity to build policy-making and change-agent skills. Prerequisites: LEAD 160 and LEAD 350.

LEAD 352 LEADERSHIP IN YOUTH AND HUMAN SERVICES (3)

This course is designed to provide knowledge and understanding of leadership of nonprofit organizations. Student gain theoretical and practical knowledge of concepts including management, marketing, public relations, public speaking, board development, fundraising, ethics, personnel practices, risk management, and paid and volunteer staff relationships.

LEAD 353 PROFESSIONAL AND ETHICAL ISSUES AND THE PRACTICE OF LEADERSHIP (3)

This courses explores ethical issues pertinent to organizations. Students gain greater awareness of

philosophical, religious, and civic traditions of leadership in organizations. Topics include social responsibility, employee rights, employee participation in decision making, self-regulation, economic justice, honesty, and deception.

LEAD 354 LEADERSHIP AND DIVERSITY IN ORGANIZATIONS (3)

This course is designed to provide an overview of how issues of diversity impact organizations. Using the organization as a frame of reference, topics include oppression, racism, discrimination, structural factors in organizations, communication across cultures, cultural differences affecting organizations, and moral obligations connected with the role of a leader. Students will analyze the reciprocal nature of beliefs, values, attitudes, and behaviors with regard to various microcultures in organizations.

LEAD 355S AGENCY SEMINAR I (1)

Students taking this course gain an appreciation for the role of leaders in human service organizations. Topics include volunteerism, agency administration, financial management, and ethics and values.

LEAD 356S AGENCY SEMINAR II (1)

This course is a continuation of LEAD 355S.

LEAD 357 LEADERSHIP AND THE PRACTICE OF PRESENCE (3)

This course offers students in any field of study an opportunity to connect "classroom learning" to "real world problems." It presents students with a chance to uncover their leadership ability in an experiential manner. Students will explore and examine the value of vulnerability and risk taking to create an environment of trust, even when competition may be present. The course is designed to give students a heightened awareness of the skills and talents they possess to lead and exercise authority in any group setting.

LEAD 359 MODELS OF PARTICIPATORY LEADERSHIP (3)

This course is an opportunity for participants to be exposed to the Mondragon Cooperative Corporation (MCC). MCC is in Mondragon, Spain, and is a unique organizational model of superior economic success coupled with participatory leadership, management, ownership, and decision making. Participants will review the sales, financial, and growth figures, and will become acquainted with MCC's unique educational, training, financial, and human resources systems, as well as with the institutionalized core values that support MCC. These values are based on an ongoing balance between organization and personal needs, continuous solidarity with each other and the community, and economic and social justice. This class is currently being held during the summer only.

communication, counseling, and conflict resolution as they relate to safe navigation and ship movement will be developed. Other topics include tides, currents, effects of wind and weather, use of navigation instruments, celestial navigation, and the characteristics of electronic navigation.

NAVS 301 NAVAL ENGINEERING (3)

A detailed study of ship characteristics and types including hull, electrical, and auxiliary systems. Principles of stability and damage control are also covered. Advantages and disadvantages of steam, gas turbine, and diesel propulsion engines and their operation receive in-depth study. Leadership topics as they apply in an engineering setting are discussed.

NAVS 302 NAVAL WEAPONS (3)

This course outlines the theory and employment of naval weapons systems. Topics of discussion include radars, gun and missile systems, underwater direction and tracking, and basic naval ordinance. Case studies of weapon systems employment are covered, with emphasis on accountability and responsibility of the naval leader.

NAVS 310 EVOLUTION OF WARFARE (3)

This course traces the development of warfare from the dawn of recorded history to the present, focusing on the impact of major military theorists, strategists, tacticians, and technological developments. The student acquires a basic sense of strategy, develops an understanding of military alternatives, and sees the impact of historical precedent on military thought and actions.

NAVS 401 NAVAL OPERATIONS (3)

An in-depth study of inland and international laws and systems of regulations that govern conduct of vessels in national waters and on the high seas. The basic forms of naval communications will be covered, as well as the basic terms and procedures associated with replenishment at sea (UNREP). Extensive discussions on the interrelationship between authority, responsibility, and accountability within an organization. Students will be challenged with demonstrating, in officer leadership situations, an understanding of the influence on a leader's ability to achieve organizational goals.

NAVS 402 LEADERSHIP AND ETHICS (3)

Leadership and Ethics is the capstone course of the NROTC academic curriculum and provides senior midshipmen and officer candidates with some of the tools necessary to be effective junior officers. We emphasize values and the ethical foundations of leadership. Philosophical interpretation and dialog will be used extensively throughout the course. The course is organized into two modules of study. The first module is about ethical foundations and philosophies. The second module explores

military law and moral/religious issues. Recommend taking NAVS 201 – Leadership and Management prior to this course.

NAVS 410 AMPHIBIOUS OPERATIONS (3)

A historical survey of the development of amphibious doctrine and the conduct of amphibious operations. Emphasis is placed on the evolution of amphibious warfare in the 20th century, especially during World War II. Present-day potential and limitations on amphibious operations, including the rapid Marine air-ground task force concept, are explored.



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Reverend Owen Mullen, University Chaplain

Reverend Michael White, CSSp, University Chaplain

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Mary Kruer, MS, Associate University Minister

Maria Gaughan, MA, Associate University Minister

Erin Bishop, MDiv, Associate University Minister

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Annette Welsh, Associate University Minister

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Sister Regina Shin, RSCJ, University Minister for Staff

Rosibel Mancillas Lopez, Executive Assistant

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Sister Virginia Rodee, RSCJ, MA, MTS, Assistant Vice President of Mission

Roxanne Burns, Administrative Assistant for Mission

Amy Gualtieri, Chapel Coordinator/Sacristan

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Julene Snyder, Senior Director, University Communications

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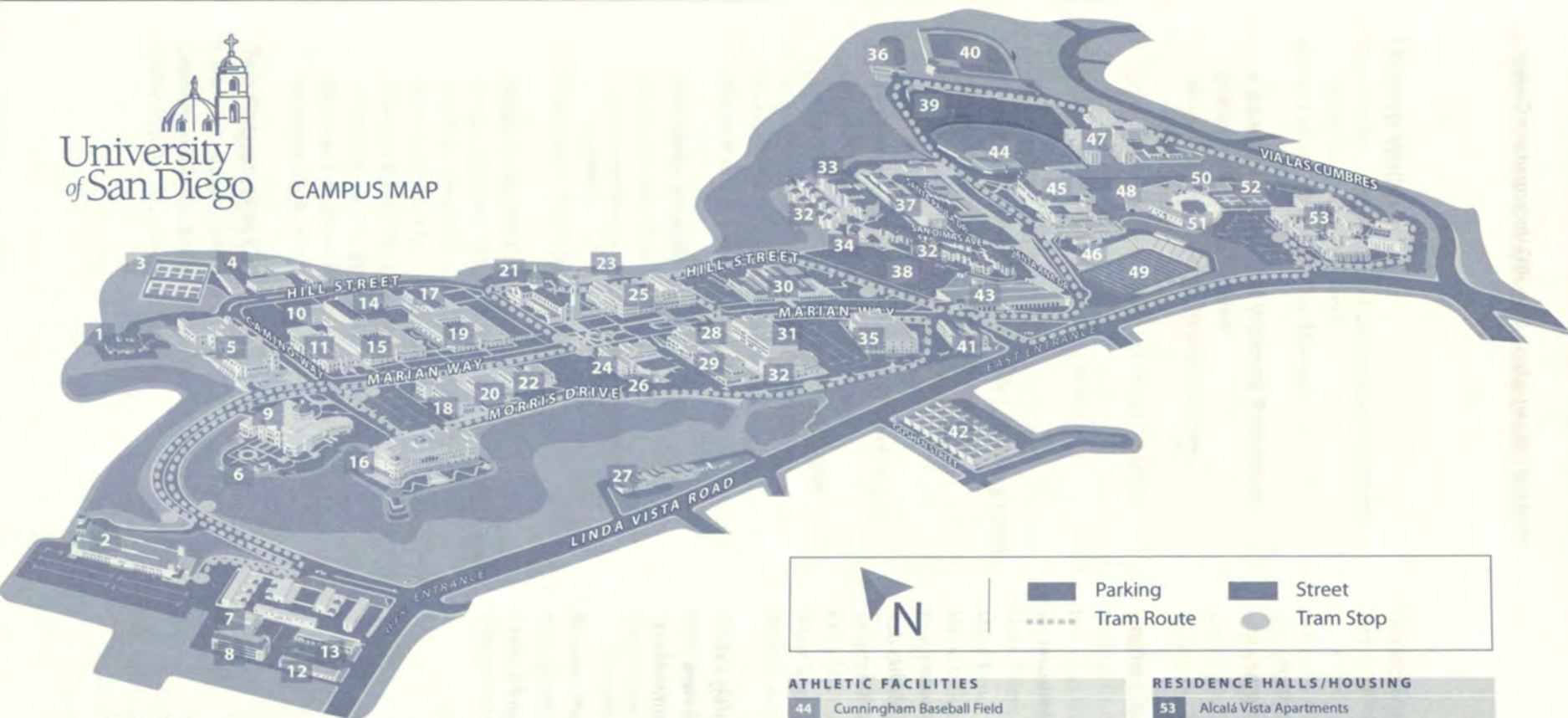
Brent Wakefield, Director, Parent Relations

Denise Ward, Director, Media Relations

Deanna Wittman, Director, University Events and Promotions



CAMPUS MAP



ACADEMIC/ADMINISTRATIVE BUILDINGS

7	Alcalá Park West - Coronado	35	Legal Research Center
8	Alcalá Park West - Barcelona	32	Loma Hall & Book Store
12	Alcalá Park West - Ávila	25	Maher Hall
13	Alcalá Park West - Durango	20	Manchester Executive Conference Center
15	Camino Hall	34	Mission Crossroads
11	Copley Library	18	Olin Hall
41	Degheri Alumni Center	23	Procurement & Print Shop
4	Facilities Management Complex	26	Public Safety, Parking Services & Visitor Info
19	Founders Hall	14	Sacred Heart Hall
28	Guadalupe Hall	29	Serra Hall
22	Hahn School of Nursing	16	Shiley Center for Science & Technology
30	Hahn University Center	5	School of Leadership and Education Sciences (under construction)
10	Health Center	31	Warren Hall School of Law
24	Hughes Administration		
9	Joan B. Kroc Institute for Peace & Justice		

ATHLETIC FACILITIES

44	Cunningham Baseball Field
52	East Tennis Courts
46	Field House
45	Jenny Craig Pavilion
39	Manchester Valley Field
51	Pool
40	Softball Field
48	Sports Center
36	Sports Field
49	Torero Stadium
38	Valley Field
50	Weight Room
3	West Tennis Courts

CHURCHES

17	Founders Chapel
21	The Immaculata Parish Church

RESIDENCE HALLS/HOUSING

53	Alcalá Vista Apartments
15	Camino Hall
1	Casa de Alcalá
6	Casa de la Paz
19	Founders Hall
25	Maher Hall
47	Manchester Village Apartments
32	Mission Housing Complex
27	Presidio Terrace Apartments
37	San Antonio de Padua
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2	West Marian Way Parking

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An education at the University of San Diego
is founded on a single and unwavering principle:

the pursuit of academic excellence.

It is a place where students are encouraged to develop critical thinking skills, stimulate their curious minds through collaborative inquiry, and participate in a free exchange of complex ideas. Our students are passionate about learning and our award-winning faculty are passionate about providing them with the resources they need to succeed both in the classroom and in life. Through dynamic group discussions, focused research opportunities and meaningful internship positions, our students are empowered to engage the issues that define our diverse ever-changing global community.